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Welcome to Point Cook Senior. As you begin your journey with us, I would like to take this opportunity to wish you every success and happiness over the next three years.

From its very beginning, an important focus for Point Cook Senior has been to ensure that our students have access to a broad range of pathways to further education and work, and thus have access to a broad range of life choices and opportunities. At our school we believe very strongly that every student deserves every opportunity for success. Consequently we offer a wide selection of programs in all areas of study.

As you look through this booklet, you will read about many subjects. If you are looking for opportunities for advanced academic study, you might like to select an enhanced year 10 subject (maths or English) or even a year 11 VCE subject. If you would enjoy a more hands-on program, you may consider a subject in the technology field or one of the many VET courses available. Perhaps something in the performing or visual arts might appeal. Read through the booklet carefully to make sure you understand all your options. It might be helpful to list any subjects that interest you when you first look through the booklet, and then go back to review those possibilities.

Making choices can be very complex. I encourage you to make this a family discussion, and to perhaps get advice from your year 9 teacher(s). Please feel very welcome to contact us at Point Cook Senior if we can help you with the process. We would be delighted to hear from you.

We look forward to having you with us in 2016.

Darryn Kruse
Principal
Course Selection

A full Year 10 program is five studies for five, 50 minute sessions each week. Each study is one semester (two terms) long.

The program has three sections:

1. The **CORE** subjects
   Advisory (daily), English or EAL (English as an Additional Language), Maths (Advanced or Standard), History (one semester).

2. The **Mandatory** Area subjects
   Students will select at least one unit from Personal Learning (CAP or AVID) (one semester) and Physical Learning (PE, Dance, VCE Outdoor Ed or VET Sport & Recreation).

3. **Electives**
   Students have to select a further two semester-long studies.

Please note that VCE acceleration studies and VET acceleration studies run for two semesters and count as two choices.

**Students are advised to select their subjects carefully as changes will only be allowed in exceptional circumstances.**

This table shows a breakdown of the Year 10 Program.

**Year 10 Program**

**Semester One**

<table>
<thead>
<tr>
<th>English</th>
<th>Maths</th>
<th>History</th>
<th>Choice (Physical)</th>
<th>Choice</th>
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**Semester Two**

<table>
<thead>
<tr>
<th>English</th>
<th>Maths</th>
<th>Science</th>
<th>Community Action Project</th>
<th>Choice</th>
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**SUBJECT PAYMENT**

In 2012, the College Interim Council adopted a base Year 10 subject payment for each study. This payment is budgeted by the college to cover the costs of materials, copying and class texts. Some subjects attract an additional charge where there is heavy use of consumables and/or construction items that become student property.

Parent contributions and additional charges will be listed on the 2016 Booklist.
How Do You Complete Course Selection?

After reading this booklet, and before making final selections, seek advice from your class teacher, staff at Point Cook Senior Secondary College or specialist subject teachers. The Course selection timeline will be:

- **August 5th**: Course Selection Booklets distributed
  - Counselling appointments made
  - (Parents are welcome to attend)
  - Draft Selection sheet completed

- **August 10th**: Counselling appointments (Altona College - at Altona, non Carran, ballac and Point Cook College at PCS)

- **August 11th**: Counselling appointments (Boardwalk)

- **August 12th**: Counselling appointments (Jamieson Way)

- **August 13th**: Counselling appointments (Point Cook College)

Course Selections **must** be submitted to Point Cook Senior Secondary College by **Friday 14 August**.

**Please Note:**
- Only those subjects which attract a sufficient number of students will be taught.
- All selections should be considered as applications to study the subjects.
- The college may advise students that a subject is no longer available, or that there are not sufficient numbers for a subject to run.
- Most VET studies are provided in partnership with other colleges and providers and availability and costs may change between course selection and confirmation.
English

What will students learn?
Students will create, study and respond critically to spoken, written and visual texts created for a wide range of audiences and purposes. This will include novels, short stories, poetry, newspapers and film. They will explore and interpret different perspectives on complex issues. They will be encouraged to develop a critical understanding of the construction and interpretation of texts. Students will develop their writing skills to build a folio of writing meeting the demands of different purposes, contexts and audiences. Students will also study the fundamentals in relation to the English Language including Grammar.

How will students learn?
Students will learn a variety of approaches involving speaking and listening, writing and reading. Learning will involve cooperative learning strategies focusing on small and large team activities. Students will be asked to complete a number of independent learning tasks.

How will students be assessed?
Assessment is based on written responses, ability to read and interpret a range of texts and willingness to contribute to oral activities. Assessment strategies to be used: novel and film analysis; oral presentations including speeches, role plays and debating; essay responses to the texts and to media material, research projects, tests and exams.

Enhancement English

What will students learn?
Students will be selected into Enhancement English based on their performance in literacy assessments completed once students have expressed an interest. Students will work at an accelerated pace and will be exposed to a course that mirrors the VCE English curriculum but also incorporates elements of VCE Literature. Students will be exposed to a range of complex texts that have been created for a variety of audiences and purposes. Students will learn strategies that will enable them to develop a deeper understanding of texts and will enable them to critically analyse and respond to these texts in a timely, independent and skilful way. They will be encouraged to build on their prior knowledge and analysis skills, in order to produce a folio of written work that will focus on improving their written expression, critical analysis of texts and unique writing style. This course aims to enhance students independence with their dealings with texts, their ability to create distinctive written work and to improve their oral presentation skills.

How will students learn?
Students will learn at an accelerated pace and will tackle a complex curriculum. They will work in a mixture of large and small groups and will be expected to share their learning and build on the learning of others. Students will work toward operating in a confident and independent manner and will demonstrate their learning through their written work and also their oral presentation of it.

How will students be assessed?
Assessment is based on written responses, ability to read and interpret a range of texts and willingness to contribute to oral activities. Assessment strategies to be used: novel and film analysis, oral presentations including speeches, role plays and debating, essay responses to the texts and to media material, research projects, tests and exams.
**EAL (English as an Additional Language)**

The Year 10 English (EAL) course will follow a similar format to the Year 10 English course. However, it will include a stronger focus on speaking, listening and learning the grammatical structures and features of the English language, based on students’ abilities and needs. Students will be supported to achieve the outcomes necessary to undertake VCE English (EAL).

**What will students learn?**

Students will create, study and respond critically to spoken, written and visual texts created for a wide range of audiences and purposes. This will include novels, short stories, poetry, newspapers and film. They will explore and interpret different perspectives on complex issues. They will be encouraged to develop a critical understanding of the construction and interpretation of texts. Students will develop their writing skills to build a folio of writing meeting the demands of different purposes, contexts and audiences.

**How will students learn?**

Students will learn a variety of approaches involving speaking and listening, writing and reading. Learning will involve cooperative learning strategies focusing on small and large team activities. Students will be asked to complete a number of independent learning tasks.

**How will students be assessed?**

Assessment is based on written responses, ability to read and interpret a range of texts and willingness to contribute to oral activities. Assessment strategies to be used: novel and film analysis, oral presentations including speeches, role plays and debating, essay responses to the texts and to media material, research projects, tests and exams.

**Intensive English Language Study**

**What will students learn?**

The aim of this course is to support recently arrived Year 10 English as an Additional Language students with low English language skills to improve their oral and written skills before they attempt to study their Victorian Certificate of Education. It will be studied in addition to English as an Additional Language (EAL).

Students who choose this year long course will be exempt from studying History and Community Action Project (CAP) in Year 10.

**Outline**

During semester one of this intensive language course students will study English grammar, vocabulary extension, pronunciation, intonation, punctuation and the required structures and features of informal and formal spoken and written forms. Content will be tailored to the students’ language levels and aim to improve their skills of speaking, listening, reading comprehension, viewing and writing for a range of purposes, audiences and contexts. Semester two will focus on enhancing students’ oral and written skills for everyday and academic purposes.

Students who study this course in Year 10 are recommended to select EAL and Bridging EAL in Year 11, as part of their V.C.E. studies.
Mathematics
As part of the Year 10 Mathematics program at Point Cook Senior SC, we offer students a choice as to the type of Mathematics course that is undertaken. The two courses available are designed to prepare students based on whether they are planning to study VCE Mathematics at a standard or advanced level.

Mathematics
This is the mainstream Year 10 Mathematics course that will lead onto VCE General Mathematics. Students are taught the essential knowledge and skills required for careers in business related fields. Those who do not wish to go on to study VCE General Mathematics may opt for a VCAL pathway. This Mathematics course does not provide students with the prerequisite knowledge and skills necessary to undertake VCE Mathematical Methods.

Advanced Mathematics
This is advanced Year 10 Mathematics course that will lead onto VCE Mathematical Methods. Students are taught the necessary knowledge and skills required for careers in science related fields. This Mathematics course presents the most options available after successful completion; however, it is very demanding and requires a lot of effort and self-discipline from the student to undertake it. Only the most enthusiastic and dedicated students are recommended to choose this option.

What will students learn?
Mathematics
Number skills, consumer mathematics, linear algebra and graphs, measurement, geometry and trigonometry and statistics.

Advanced Mathematics
Index laws, linear algebra and graphs, quadratic and cubic functions, introduction to functions and relations, real numbers, trigonometry, measurement and probability.

How will students learn?
Students will learn by developing knowledge and skills through participation and practise. They will consolidate this through teacher directed tasks including thier compulsory workbook component.

Formal assessment tasks in Year 10 Mathematics consist of a collection of topic tests, in-class assignments and end of semester examinations. Informal assessment will take place in the form of student participation.

All students are expected to have the TI-nspire CAS CX calculator.
Australian History

What will students learn?
This unit is designed to give students an understanding of Australian society and their place in it by examining the development of our nation and the key factors and events that shaped our current society.

Students will focus on investigating key issues in Australian history from World War II onwards. Students will explore the impact of World War II on Australian society, the experience of indigenous Australians in the second half of the twentieth century and also the role that popular culture has played in shaping the Australian identity.

How will students learn?
Learning activities will include the research and critical examination of historical documents and events, the use of texts and the evaluation of interpretations and opinions. Students will be introduced to the form of historic evidence in primary and secondary documents; will undertake field trips and investigations and will conduct research tasks and investigations using a variety of sources.

How will students be assessed?
A variety of assessment methods will be used including assignment work, short essays and Power Point presentations.
An Autonomous Learning Project will be undertaken and form a major area of assessment each term.
Science 10

Point Cook Senior offers Science at Year 10 in either semester, or in Semester One with the option to select an advanced science subject in Semester Two such as Biology and Environmental Science, Physics and Chemistry or Psychology. Science is an introductory look into the biological, chemical, geological and physical sciences. Students who are interested in VCE sciences are encouraged to take an advanced Science course as preparation.

What will students learn?
Students will explore the biological, chemical, geological and physical evidence for different theories. They will analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion objects. Students describe and analyse interactions and cycles within and between Earth’s spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution.

How will students learn?
A variety of teaching methods that cater for a range of student learning styles and abilities will be used. These include texts, classroom discussion, videos, research and assignments, teacher directed class work, excursions and field trips, practical activities and use of technology such as the internet.

How will students be assessed?
A variety of assessment methods will be used including topic tests, exams, assignment work, Power Point presentations, practical activities, student self-assessment, field trips, communication skills, effectiveness of being a team member and working corroboratively with others, effectiveness in the use of a variety of reasoning and analysis skills.
An Autonomous Learning Project will be undertaken and form a major area of assessment each semester.

Subject Fee: $60
Advanced Science
Students must complete the General science course before taking any Advanced Science or Psychology.

Biology & Environmental Science
What will students learn?
This unit is designed to give students an advanced background to science education in two main areas of the living sciences. Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our world to single celled micro-organisms that live in seemingly inhospitable conditions. Environmental Science is the study of the earth the universe and how human interactions influence them. This unit is designed for students who may have an interest in studying these sciences at VCE level and beyond, and for those choosing to develop a better understanding of the world and people around them.

How will students learn?
A variety of teaching methods that cater for a range of student learning styles and abilities will be used. These include texts, classroom discussion, videos, research and assignments, teacher directed class work, excursions and field trips, practical activities and use of technology such as the internet.

How will students be assessed?
A variety of assessment methods will be used including topic tests, assignment work, Power Point presentations, practical activities, student self-assessment, field trips, communication skills, effectiveness of being a team member and working corroboratively with others, effectiveness in the use of a variety of reasoning and analysis skills. An Autonomous Learning Project will be undertaken and form a major area of assessment.

Subject Fee: $60

Physics & Chemistry
What will students learn?
This unit is designed to give students an advanced background to science education in two main areas of the physical sciences. Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. The study of chemistry will introduce students to the internal structure of the atom, the Periodic Table and the physical properties of the elements. This unit is designed for students who have an interest in studying these sciences at a VCE level and beyond.

How will students learn?
A variety of teaching methods that cater for a range of student learning styles and abilities will be used. These include texts, classroom discussion, videos, research and assignments, teacher directed class work, excursions and field trips, practical activities and use of technology such as the internet.

How will students be assessed?
A variety of assessment methods will be used including topic tests, assignment work, Power Point presentations, practical activities, student self-assessment, field trips, communication skills, effectiveness of being a team member and working corroboratively with others, effectiveness in the use of a variety of reasoning and analysis skills. An Autonomous Learning Project will be undertaken and form a major area of assessment.

Subject Fee: $60
Psychology

What will students learn?
This unit is designed to give students an advanced background to science education in Psychology. Psychology is the study of the nature and development of mind and behaviour in both humans and animals, including the biological structures and processes that underpin and sustain both. Students can develop an understanding of themselves and their relationship with others and their society through the study of Psychology. In this course students will cover an introduction to Psychological Fields including Forensic Psychology, Memory, Sleep and Neuropsychology. This unit is designed for students who may have an interest in studying this science at VCE level and beyond, and for those wanting to develop a better understanding of the world and people around them.

How will students learn?
A variety of teaching methods that cater for a range of student learning styles and abilities will be used. These include texts, classroom discussion, videos, research and assignments, teacher directed class work, excursions and field trips, practical activities and use of technology such as the internet.

How will students be assessed?
A variety of assessment methods will be used including topic tests, assignment work, Power Point presentations, practical activities, student self-assessment, field trips, communication skills, working corroboratively with others, effectiveness in the use of a variety of reasoning and analysis skills. Students will complete a topic test at the end of each unit to assess their understanding.

Subject Fee: $60
AVID - Advanced Via Individual Determination

Please note: entry is through application and interview.

What will students learn?
This unit is designed to close the achievement gap by preparing students for university readiness and success in global society. AVID explicitly teaches students the necessary academic, organisational, cognitive and persistence skills to succeed at Secondary School and at University. Students who successfully apply for the AVID program are encouraged to take on the most difficult subjects in the later years of schooling and are taught the skills to be successful in those subjects. Statistics have shown that the students who study in the AVID program have triple the success rate of getting into and completing university. The AVID program is offered to students with academic potential that are performing at the standard VEL's level for their year level. Additionally it can suit students for whom English is a second language or those whom are the first in their family to attend university. Selection will be based on a written application and an interview.

Students will also be required to present a current school report and a copy of their most recent NAPLAN report.

How will students learn?
Students in the AVID program are offered intensive support that specifically targets the needs of the students in the classroom. Students will learn organisational skills and study skills, will work on critical thinking and get academic help from their peers. They will use:

Σ **Writing** to learn. AVID emphasises writing in all aspects with a focus on clarifying and communicating thoughts and understanding materials.
- Emphasis on **inquiry**. AVID is based on inquiry, not lecture. Many activities are built around asking questions, which forces students to clarify, analyse and synthesize material.
- A **collaborative** approach. The AVID classroom is not a traditional one in which a teacher lectures to passive students. An AVID teacher is a facilitator and an advocate. But students not teachers or tutors are responsible for their learning. Tutors function as discussion leaders, while students challenge, help and learn from one another.

Σ **Organisation** will be an emphasis with the binder being integral to student success.
- **Critical reading**. AVID students don't merely read words on a page. They are taught to analyse, question, critique, clarify and comprehend the material.

How will students be assessed?
Students will be assessed on the following:

- Have a binder for each subject with an agenda, Cornell notes, learning logs, completed labelled assignments.
- Tutorials to be submitted **BEFORE** class, completed tutorial worksheet and group participation.
- Tests/essays
- Classwork/homework
CAP - Community Action Project

What will students learn?
CAP or Community Action Project is a project based class where students are expected to create, plan and run a project that benefits the community around them. This could refer to the school, local, global or any other community in students lives.

How will students learn?
Throughout the course students will engage in a learning process and develop student led projects that run the duration of the class. The first section of the course will focus on developing a strong understanding of community, teamwork, responsibility, independence and the difference between profit and not for profit organisations. Students will then move into project work where they will be expected to develop a project with a well definite plan, outline, proposal, timeline and anything else they need to make their project a success.

How will students be assessed?
Class behaviour and effort will be monitored on a regular basis by the classroom teacher and reports will reflect the student's class and homework. Students will be assessed on the work and effort throughout the duration of the project as opposed to the success of the project. Assessment will also be based on the project, student awareness and the CAP workbook.
Dance

What will students learn?
Students will explore and respond to a variety of dance styles and learn to identify and incorporate distinguishing features of these into their own and learned choreography. They will research works of influential choreographers and draw on this as inspiration to create their own dance compositions. Students will begin to develop an understanding of physiology, alignment principles and body maintenance and develop their movement vocabulary for use in the creation, recording and analysis of dance works. They will learn to experiment with and manipulate stagecraft such as set, props, make-up, sound and costume to enhance their performances.

How will students learn?
Students will learn through a combination of practical and theory tasks. Students will undertake a variety of written, verbal and practical tasks such as movement exercises, choreography exercises, observation, feedback, reflection, discussion and independent research to enhance their learning in the subject. Students will be provided with opportunities to learn both independently and corroboratively, working in small and large groups.

How will students be assessed?
Students knowledge of the subject will be assessed through performance, participation in class activities and theoretical knowledge. Students will be required to complete independent research tasks, maintain a journal and participate in class activities and performances for both internal and external audiences. An Autonomous Learning Project will be undertaken and form a major area of assessment each semester.
**Physical Education**

**What will students learn?**
Students will develop positive attitudes towards a healthy lifestyle through the development of motor skills and physical fitness. They have the opportunity to involve themselves in a wide variety of both team and individual activities ranging from both traditional sports to non-traditional activities and games.

Theory topics will relate to physical fitness and training components as well as sports nutrition, reproduction and mental illness.

An additional charge will be levied to help cover excursion costs to sporting venues.

**How will students learn?**
Students will experience a variety of activities and tasks including fitness activities, games, skill development and coaching opportunities.

Written activities will be based around classroom tasks and homework exercises relating to the practical work covered in fitness, games and issues and events relating to sports and performance.

**How will students be assessed?**
Practically through participation, game performance, correct uniform, attitude, skill development and sportsmanship. Theory will be assessed through written tests, assignments, bookwork, classroom activities and participation in class discussion.

An Autonomous Learning Project will be undertaken and form a major area of assessment each term.
Art

What will students learn?
Students will be introduced to a variety of art forms including sculpture, drawing, painting and digital art through practical and interesting activities. The focus of this elective is on exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form.

How will students learn?
Students will learn art techniques through the making of art and the study of artists and art movements. All learning tasks foster a passion for creating art while developing creative thinking. An autonomous learning project will be undertaken that combines students practical research skills into an artist of their choice. Students will record their development and ideas, including trials of techniques and materials, in a visual diary.

How will students be assessed?
Assessment will be undertaken through submission of practical work, written assignments and their visual diaries. The autonomous learning project will form a major part of the semester's assessment as it combines the student's practical skills and theoretical knowledge.

Subject Fee: $60

Business Management & Financial Systems

What will students learn?
This unit is designed to give students an introduction to commercial operations. Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Financial Systems explores the technical systems that are used to provide basic accounting practices and structures in a small business environment.

This unit is designed for students who may have an interest in studying Business Management, Accounting or Economics at VCE level and beyond and for those choosing to develop a pathway in the area of commerce or retailing.

How will students learn?
Learning activities will include the use of business case studies, texts, research tasks and the undertaking of small business creation and financial management systems. Students will be introduced to basic accounting practices, internal control mechanisms and computer packages that are used in industry to perform accounting, invoicing and related tasks.

How will students be assessed?
A variety of assessment methods will be used including presentation of research tasks, the preparation of accounts, a small business operation and review and topic tests and exams. An Autonomous Learning Project will be undertaken and form a major area of assessment each term.
Clothing and Design

What will students learn?
Students explore the characteristics and uses of different fabrics, fashion illustration techniques, fashion trends and influences and use a range of tools, equipment and materials, to acquire knowledge of the Technology Process.

How will students learn?
Through the use of a Design Brief students will work through design solutions creatively and independently. Students will develop practical skills in machining, surface decoration and designing whilst creating two production pieces.

How will students be assessed?
Students will be assessed on their ability to carry out a range of processes accurately, safely and responsibly. The major project will be to construct 2 products that meet quality and functionality requirements. Students are encouraged to record progress of each production piece through journal entries and make appropriate suggestions for improvement and will evaluate each piece using a self assessment rubric.

Subject Fee: $130

English Language

What will students learn?
Students will learn the subsystems of the English Language and how these subsystems are the basis for the ongoing use of the language. Students will gain an understanding of the subsystems of the English Language through exploring their use in a range of texts. Students will also explore the continuum of formal to informal texts in both the spoken and written modes of the English Language.

How will students learn?
Students will learn using a variety of texts, both written and spoken. Students will also undertake tasks in which they create their own collection of spoken and written texts in a domain of their choice. Students will work independently, individually, in small groups and as a whole class to undertake learning activities throughout the duration of this subject. Learning will involve the Gradual Release model in which the responsibility for learning will become the students through a range of structured tasks and an Autonomous Learning Project.

How will students be assessed?
Students will be observed in class on their abilities to work independently and with others. Students will complete a range of tasks with short answer questions, extended responses and essays.
Food Technology

What will students learn?
Students will develop an understanding of the work practices involved in preparing food hygienically and safely. They examine causes of food spoilage and poisoning, and the requirements for the correct storage of food. Students develop an understanding of the design process and investigate various methods used in the preparation, processing, cooking and presentation of foods for optimum results. Students investigate the importance of the functional properties of foods and their impact on food preparation and processing. They apply this knowledge for optimal results when preparing food and using the design process. Students will also study multicultural cuisine and explore traditional ingredients, cooking techniques and recipes from a range of different countries.

How will students learn?
Students will learn through undertaking a range of both theory and practical tasks. Theory class will involve, group discussions, PowerPoint notes, food experiments, ICT and independent study. Practical tasks are designed to enhance theory topics covered in class. Students work individually and in teams applying their knowledge and problem-solving skills to plan and prepare food items to meet specifications for a range of contexts. Students will use ICT, recipe books and magazines.

How will students be assessed?
Assessment will involve both theory and practical tasks. Students will develop a creative portfolio that highlights the knowledge and skills obtained throughout the semester. Students will use the design process to complete a number of design assignments based around a given design brief. Students will also complete a midterm test and end of semester exam.

Subject Fee: $160

Geography

What will students learn?
This unit is designed to give students an understanding of where geographical features are located and why they are there, and what makes one place different from another, and how and why these differences matter. It looks at the interaction between human activities and natural processes, and develops understanding of the distribution of human and natural phenomena.

How will students learn?
Learning activities will include the study of maps and mapping techniques, the study and analysis of various types of landscape, the study of data related to human population and its effect upon the natural landscape.

How will students be assessed?
A variety of assessment methods will be used including topic tests, exams, assignment work, short essays and Power Point presentations. Field trips and also possible activities. An Autonomous Learning Project will be undertaken and form a major area of assessment each term.
Graphic Design

What will students learn?
This unit is designed to give students the basic understanding of instrumental drawing, freehand drawing and rendering using the Visual Communication Production Process. They will be using both freehand techniques as well as developing their skills digitally. Students will research existing Graphic Design Professionals in the industry and use their work as inspiration to create their own designs. They will use a visual diary to document all their development work. The knowledge they have developed in the first half of the semester, will then be applied to a product/poster design at the end of the semester.

How will students learn?
Students will learn through a combination of practical and theory tasks. Theory will be kept to a minimal, however a small element is required to understand the design process. Students will display their work and engage in group discussions to develop their Design thinking. Students will be introduced to Photoshop and Illustrator, as they are highly used within VCE Visual Communication Design as well as the design Industry. Students will be given the opportunity to work both collaboratively as well as independently.

How will students be assessed?
Students knowledge of the curriculum will be assessed through developmental work in their portfolios, participation in class, final presentation, theoretical knowledge and end of semester examination. Students will need to show that they are able to work both independently as well as collaboratively to produce design work.

An Autonomous Learning Project will be undertaken and form a major area of assessment each semester.

Subject Fee: $60
Health Education

What will students learn?
This unit is designed to give students the knowledge, understanding and skills to promote their own and others health, wellbeing and safety. Students will explore how societal attitudes and values reinforce stereotypes and role expectations and how these affect their own and others sense of self and wellbeing. Students explore the nature and benefits of meaningful and respectful relationships. They critically examine how a range of socio cultural and personal factors influence sexuality, gender identity, sexual attitudes and behaviour. Students learn to apply concepts such as equity, respect, valuing of diversity and deference and social justice. They develop an understanding of attitudes towards difference can influence people's interactions with others and practise taking positive action to value diversity in their school and wider community. Examples of issues to be covered in this unit include; sexual health, sexuality and relationships, sexual diversity, drug education, young people's mental health, pre-driver education, government and community initiatives and programs young people can access to promote their health and wellbeing.

How will students learn?
Health education is uniquely positioned to provide opportunities for the education of students to adopt lifelong healthy lives. Students will develop the knowledge, understanding and skills to support them to be resilient, to strengthen their sense of self, to build and maintain satisfying relationships and to make decisions that enhance their health. Inquiry based learning and a strength-based approach will be the focus of student learning throughout this unit.

How will students be assessed?
A student's knowledge and understanding of the curriculum will be assessed through summative and formative assessment. Students will undertake individual research activities and demonstrate their ability to work collaboratively to complete group tasks.

An Autonomous Learning Project will be undertaken and form a major area of assessment.

Literature

What will students learn?
This unit has been designed to offer students the chance to experience a range of literary texts including novels, films, short stories, plays and poetry. Students will learn how to read and respond critically to texts. This includes being able to understand concepts such as context, form, style and genre, with the aim for them to develop their own interpretation of how they come to understand the text. Students will also have the opportunity to develop their formal and creative writing skills.

How will students learn?
Students will participate in a range of activities including class discussions, games, written exercises, group based tasks and researching independently.

How will students be assessed?
Student assessment will be based on developing written text responses, an oral presentation, completed set class work and questions and an end of semester exam.
Law and Politics (political-legal studies)

What will students learn?
The subject ‘Law and Order’ will provide students with an understanding of the impact the Australian political and legal system has upon the lives of citizens. This subject will help students appreciate the implications of political and legal decisions on Australian society and will also assist in the development of students’ knowledge of their basic legal rights and responsibilities. The course provides an insight into the political and legal heritage which has shaped, and continues to shape, the development of Australian society. Throughout this course, students will learn about the political ideas, values and concepts underpinning Australian society, including democracy, freedom of speech, equality and human rights. They will also investigate the political and legal institutions underpinning Australian society, such as: the Constitution, the Australian parliamentary system, the Australian court system, the criminal law system, the civil law system and forms of alternative dispute resolution.

How will students learn?
Students will engage in a range of classroom activities involving autonomous and inquiry based learning, such as mock trials, extended written responses and group multimedia presentations. They may also have the opportunity to attend an excursion to the Parliament of Victoria and Parliamentary Education Australia, engaging in a range of hands-on learning tasks. Through such activity, students will develop their critical thinking, listening and speaking skills which are transferable across a range of disciplines and pathways.

How will students be assessed?
Students will be assessed through a range of activities, including: a mock election, an extended written response on the structure of Australia’s political system, a mock criminal legal trial and an end of semester examination.

Media

What will students learn?
This unit is designed to introduce students to a range of media technologies focusing on the production, editing and manipulation of still images and video footage. Students will complete a unit on photojournalism and a unit on suspense films including practical and written activities to explore how the media is constructed and understood by audiences.

How will students learn?
Students will learn about media forms including film, television, photography and digital media production in a way that links the theoretical and practical sides of the subject. They will complete film analysis tasks in connection with the creation of their own media production and investigate how media organisations and technologies effect communication.

How will students be assessed?
Students will be assessed on their understanding of media issues and processes using written work, research and analysis tasks, group activities and the creation of their own media products. They will also be assessed on a folio of printed and digital media productions including an Autonomous Learning Project.

Subject Fee: $60
Music

What will students learn?
Students will explore a variety of music works from a range of styles and develop skills in identifying, analysing, learning, composing and performing a variety of musical compositions. They will work with conventional or unconventional music notation, and use this to write down, then present their musical responses and creations. They will reflect on their experiences and observations, consider what they have learned about styles and forms and explore issues and concrete and abstract concepts to generate ideas. They will learn to keep their intended aesthetic qualities in mind when they experiment with, select, vary combinations of and manipulate music to effectively realise their ideas, represent their observations and communicate their interpretations of issues and concepts.

How will students learn?
Students will learn through a variety of approaches involving creating, making, exploring and responding. Students will have practical and theoretical experience on a range of musical instruments and compositions. Students will be given opportunities to learn through cooperative learning strategies, focusing on individual, small and large team activities. Students will be asked to complete a number of independent learning tasks.

How will students be assessed?
Students knowledge of the subject will be assessed though performance, participation in class activities and theoretical knowledge. Students will be assessed on performance aesthetics, analytical skills, technical skills and their ability to apply and interpret musical theory and notation. An Autonomous Learning Project will be undertaken and form a major area of assessment each semester.

Subject Fee: $60

Wood Technology

What will students learn?
Students will attain advanced principles of design and construction using a wide range of tools and materials, high level of skill, calculation and application. They will also learn the correct use of all tools and workshop safety.

How will students learn?
Students will be introduced to advanced levels of design and construction by using diagrams, models, discussion and demonstration. They will be introduced to the correct use of a wide range of power tools. Personal teacher assistance will be possible given the nature of the student projects.

How will students be assessed?
Students will investigate, design, produce and evaluate projects meeting production requirements on time and with a high level of precision and quality of finish. Students will need to demonstrate a level of care and attention to safety, accuracy and efficiency in the use of tools and equipment. An Autonomous Learning Project will be undertaken and form a major area of assessment each term.

Subject Fee: $110
Victorian Certificate of Education (VCE)
By studying a VCE subject a student is provided with the opportunity to accelerate their learning in Years 11 and 12. Studying a VCE subject at Year 10 increases the range of subjects a student can choose at Year 11. It will provide a foundation for those wishing to do Units 3 and 4 at Year 11. (Units 1 and 2 are normally studied at Year 11 and Units 3 and 4 at Year 12).
Students intending to select a VCE subject must have shown a commitment to producing high quality work, have regularly met time deadlines and displayed sound organization and time management skills.

VCE General Mathematics Unit 1 & 2
Course Outline
The study of General Mathematics involves the study of Algebra, Arithmetic, Graphs of Linear and non-linear relations, Data analysis and Simulation, Decision and Business Maths, and Geometry and Trigonometry. This subject can be taken alone or in conjunction with Mathematical Methods.

This study is designed to enable students to:
• Develop mathematical knowledge and skills
• Apply mathematical knowledge to analyse, investigate and solve a variety of problems
• Use technology to effectively support mathematical activity.
The appropriate learning activities will enable students to develop the knowledge and skills identified in the outcomes for each Unit.

Satisfactory completion will be based on the achievement of Outcomes.
• Outcome 1 - Define and explain the key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
• Outcome 2 - Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three of the areas of study.
• Outcome 3 - Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in at least three of the areas of study.

Assessment
These Outcomes will be assessed by
• School assessed coursework tasks throughout the year covering content from selected topics.
• Two 1.5 hour examinations, at the end of each semester.

Examination
All students will sit two 1.5 hour examination at the end of each semester. One exam will consist of multiple choice and the other will consist of short answers and extended answer questions. Teachers will assume all students have access to an approved CAS calculator (Texas Instruments TI-nspire) and can have one bound book according to VCAA specifications.
Bridging English as an Additional Language - Units 1 and 2

Course Outline - Unit 1

This study enables students to:

• develop their understanding of how language, structural features, and sentence structure are used to make meaning for a range of purposes, audiences and socio-cultural contexts
• develop their language skills in speaking, listening, reading, viewing and writing Standard Australian English
• communicate ideas, feelings, observations, information and understanding appropriately across a range of curriculum areas
• develop competence across a range of increasingly challenging English language texts, in order to create a variety of responses, including creative, personal, factual, persuasive and critical
• strengthen and extend their understanding and use of subject specific vocabulary to explain the structural and language choices made by authors and themselves for different contexts and audiences
• edit and reflect on their own use of language to achieve accuracy and clarity of expression.

Areas of Study

1. English for everyday and academic purposes - In this area of study, students explore how English is used for everyday and academic purposes. They identify and discuss variations in vocabulary, structures and conventions of spoken and written language, including culturally-appropriate non-verbal language for a range of situations, purposes and audiences. Students also investigate subject-specific language, including technical terms, symbols and abbreviations.
2. English for self-expression - In this area of study, students read and produce texts created for self-expression, including those that communicate ideas, desires, goals, opinions and experiences. They consider how authors use language to express themselves for different audiences and purposes.

Outcomes

1. On completion of this unit students should be able to engage with and understand everyday and accessible academic texts, and produce their own everyday and academic texts making appropriate decisions in response to purpose, audience and context.
2. On completion of this unit students should be able to understand texts for self-expression and produce texts for self-expression, making appropriate decisions in response to purpose, audience and context.

Course Outline - Unit 2

In this unit the areas of study enable students to extend their understanding of how English is constructed and used to communicate in a variety of contexts and for a range of purposes.

Areas of Study

1. English literature - In this area of study students explore how authors create meaning in literary texts. They explore how authors construct setting, characters, narrative and themes using language, structures, features and conventions, to convey ideas and meaning for readers. Students also investigate how the author’s context can influence the views and ideas presented in a literary text.
2. English in the media - In this area of study students engage with and understand spoken, written, visual, and multimodal media texts and develop understanding of how these texts reflect cultural contexts and seek to position audiences. In considering the choices made by authors to position their intended audiences, students identify and discuss cues such as headings, sub-headings, photographs, graphs, cartoons and types of language used.

Outcomes

1. On completion of this unit the student should be able to understand and respond to literary texts, and create their own literary texts in response to, or in the style of, a text studied.
2. On completion of this unit the student should be able to explain how a variety of media texts position audiences, and produce texts which attempt to position audiences.

Assessment

The teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and formal assessment tasks. Students must satisfactorily complete all Outcomes.

Examinations

All students will sit both Semester 1 and Semester 2 examinations in Bridging EAL.

Prerequisites

Only eligible Year 10 and Year 11 EAL students who have studied English for less than seven years are able to study these two units.
VCE Business Management Units 1 & 2

Course Outline
Small businesses make up the majority of all businesses in the Australian economy. They provide a wide variety of goods and services for both consumers and industries such as manufacturing, construction and retail and as such are vital to the success, growth and stability of Australia.

For Units 1 & 2 a variety of assessment tools are used including the following: Student-researched Business Profiles, School-based business activities, Analytical Exercises, Case Studies and Tests.

Structure
The study is made up of 2 units

Unit 1 - Small Business Management
This Unit provides an opportunity for students to explore the operations of a small business and its likelihood of success. Areas of study include: Introducing Business, Small Business decision-making and planning and the day-to-day operations of a small business. This knowledge will be applied as students undertake their own school-based small business.

Outcomes
• Explain and apply a set of generic business concepts to a range of businesses.
• Apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business.
• Explain and apply the day-to-day activities associated with ethical and socially responsible operation of a small business.

Unit 2 - Communication and Management
This Unit focuses on the importance of effective communication in achieving business objectives. This Unit also deals with the Marketing and Public Relations functions of business.

Outcomes
• Explain and apply a range of effective communication methods and forms in business-related situations.
• Apply and analyse effective marketing strategies and processes.
• Apply and analyse effective public relations strategies and tactics.

Assessment
Satisfactory completion will be based on the achievement of the Outcomes. Set tasks throughout the Semester will be graded and form the basis for the Unit results. Satisfactory completion is awarded upon satisfactory completion of all Outcomes.

Examinations
All students will sit both a Semester One and a Semester Two examination in Business Management.
VCE Computing Units 1 & 2

Course Outline

Unit 1
In this unit students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs.
In Area of Study 1 – Data and Graphic Solutions, students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation.
In Area of Study 2 – Networks, students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented.
In Area of Study 3 – Collaboration and Communication, students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue. When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

Unit 2
In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.
In Area of Study 1 – Programming, students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology.
In Area of Study 2 – Data Analysis and Visualisation, students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 - students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Assessment
Assessment in Unit 1 & 2 is school based. Students must demonstrate satisfactory knowledge and understanding in 6 outcomes – one for each Area of Study outlined above involving coursework (folio), class work, homework, oral/group assessment, and tests or examinations.

Examinations
Students are required to complete an examination at the end of Unit 1 & 2.

Subject Fee: $40
Course Outline

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

Unit 1 - Twentieth Century History 1900-1945

This Unit enables students to learn about the significant changes that occurred during the first half of the twentieth century. Patterns of family life were to change as a result of political and social developments. Advances in science and technology also began to transform the world of work and home. Revolution, civil war and international conflicts played a major role between 1900-1945. The consequences of these conflicts would change the world forever.

Outcomes:
What were the dominant ideologies of the time period and what impact have these had upon the conflicts of 1900-1945 particularly leading to WW2.
Students will focus on the social life and cultural expression of the 1920s and 1930s.

Unit 2 - Twentieth Century History 1945-2000

This Unit enables students to learn about the major themes and principal events of post World War 2, and the ways in which individuals and communities responded to the political, economic, social and technological developments. This Unit will focus on the Cold War and the spread of communism throughout the world and the consequences. The changes in the USA and South Africa as result of the civil rights movements. A look at international incidents that have shaped the latter half of the twentieth century.

Outcomes:
Students will explore the impact of the Cold War upon world events.
The second outcome focuses on the challenges and changes faced by individuals and groups during the period 1945-2000.

Assessment
Satisfactory completion will be based on the following assessment tasks; Interpretation of historical cartoons, photographs, diagrams etc., Construction of detailed timelines, Research Investigation, Biographical reports/ studies.

Examinations
All students will be required to sit an examination at the completion of each Unit.
VCE Outdoor & Environmental Studies Units 1 & 2

What will students learn?
Students will learn the new ways in which humans understand and relate to nature through experiences of outdoor environments. Students will also look at the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on the outdoor environment.

Practical outdoor experiences provide students with the opportunity to observe and experience various ways of encountering and understanding nature. Through their outdoor experiences students will also develop practical skills and knowledge to help them live sustainably in outdoor environments.

Students will be required to attend a wide range of outdoor activity excursions, including overnight camps.

Unit 1: Exploring outdoor experiences
In this unit students examine personal motivations for and responses to nature, and the ways that others respond to, understand and value outdoor experiences.

Outcomes
• Describe motivations for participating in and personal responses to outdoor environments.
• Describe ways of knowing and experiencing outdoor environments and evaluate factors that influence the outdoor experiences.

Unit 2: Discovering outdoor environments
In this area of study students will look at the characteristics of a variety of outdoor environments, including those visited during practical experiences. They will also focus on human activities undertaken in outdoor environments and their impacts on those environments.

Outcomes
• Describe the characteristics of different outdoor environments and analyse a range of understandings of these environments.
• Evaluate human impacts on the outdoor environments and analyse procedures for promoting positive impacts.

Assessment
The award of satisfactory completion of these Units is based on a decision that the student has demonstrated achievement of the set Outcomes specified for the Unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designed for the Unit. Students will be required to attend practical experiences to satisfactorily complete these Units.

Examinations
All students will sit an exam each semester.

Subject Fee: $400
VCE Psychology Units 1 & 2

Course Outline

Unit 1

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

Outcome 1: How does the Brain Function?

On completion of this unit the student should be able to describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.

Outcome 2: What influences Psychological Development?

On completion of this unit the student should be able to identify the varying influences of nature and nurture on a person’s psychological development, and explain different factors that may lead to typical or atypical psychological development.

Outcome 3: Student Directed Research Investigation

On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

Unit 2

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Outcome 1: What influences a persons perception of the world?

On completion of this unit the student should be able to compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.

Outcome 2: How are people influenced to behave in particular ways?

On completion of this unit the student should be able to identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

Outcome 3: Student Directed Research Investigation

On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

Assessment

Students will need to demonstrate achievement for each unit via a selection of school based tasks selected by the teacher, which may include tests, essays, posters, multimedia presentations, empirical research activities and research reports.

All students will sit a Semester One and Semester Two Examination.
VCE Theatre Studies Units 1 & 2

Course Outline
Theatre Studies focuses on the interpretation of playscripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft including acting, to study the nature, diversity and characteristics of theatre as an art form. Throughout the study students work with playscripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre.

Unit 1: Pre-modern theatre
This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance. Periods from the pre-modern era of theatre include Ancient Greek, Roman, Liturgical drama such as morality/miracle/mystery plays, Italian and the Commedia Dell’Arte, Elizabethan and Shakespearean, Restoration comedies and dramas, Neo-classical, Spanish and French, Naturalism/Realism, and non-Western theatre such as Beijing Opera, Noh theatre, Bunraku and Kabuki and other traditional indigenous theatre forms.

Outcome 1
On completion of this unit the student should be able to identify and describe the distinguishing features of pre-modern theatre playscripts.

Outcome 2
On completion of this unit the student should be able to apply acting and other stagecraft to interpret playscripts from the pre-modern era.

Outcome 3
On completion of this unit the student should be able to analyse a performance of a playscript. Please note students will be required to attend a production for this outcome which may occur outside of regular school hours.

Unit 2: Modern theatre
In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance. Theatrical movements in the modern era include Epic Theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre (contemporary theatre that incorporates a range of theatrical styles), Physical theatre, Verbatim theatre, Theatre in Education.

Outcome 1
On completion of this unit the student should be able to identify and describe the distinguishing features of modern era theatre playscripts.

Outcome 2
On completion of this unit the student should be able to apply stagecraft to interpret playscripts from the modern era.

Outcome 3
On completion of this unit the student should be able to analyse and evaluate stagecraft in a performance of a playscript. Please note students will be required to attend a production for this outcome which may occur outside of regular school hours.

Assessment
Set tasks throughout the semester will be graded and form the basis for the unit result. Satisfactory completion is awarded upon satisfactory completion of all work.

Examinations
Unit 1 content will be assessed through a written exam at the end of semester one. Unit 2 content will be assessed through a written exam and a performance exam at the end of semester two.

Subject Fee: $200
LOTE - Indonesian

Course Outline
The areas of study for Indonesian comprise themes and topics, text types, kinds of writing, vocabulary and grammar. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes. The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

There are four key themes:
- Self and others
- Visiting Indonesia
- Tradition and change in the Indonesian-speaking communities
- Global issues

Outcome 1
On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to an issue of interest or concern.

Outcome 2
On completion of this unit the student should be able to listen to, read and reorganise information and ideas from spoken and written texts.

Outcome 3
On completion of this unit the student should be able to produce a personal response to a fictional text.

Assessment
Students will need to demonstrate achievement for each Unit via a selection of school-based tasks selected by the teacher, which can include an essay, a poster, a multimedia presentation, an empirical research activity in a report format, a test and/or vocabulary tasks.

Examinations
All students will sit a semester 1 and 2 exam.

Subject Fee: $80
What is VET?
Vocational Education and Training refers to enhanced senior school studies, which enable a secondary student to combine their VCE or VCAL studies with vocational training.

Features of VET
- VET is usually a two year program combining general VCE/VCAL studies with accredited vocational education and training.
- It enables students to complete a nationally recognised vocational qualification (e.g., Certificate II in Community Service Work) and the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) at the same time.
- VET allows students to go directly into employment or receive credit towards further study.
- Important Industry Specific Skills and workplace skills are learnt through the VET program.

How does VET work?
A VET in Schools program is usually made up of VCE VET units which are delivered by registered training organisations, the students’ school or another school within the Hobsons Bay Cluster, or at TAFE.

Structured Workplace Learning (SWL)
Students undertake work with an employer that enables the student to demonstrate their acquired skills and knowledge in an industry setting. During the Structured Workplace Learning, a student will have specific tasks to undertake in order to demonstrate competence. Students will be regularly monitored and may be assessed on the job.

Contribution to the VCE
VET is fully incorporated into the VCE. Key features include:
- VET programs usually have 1-4 structure.
- Of the 16 units that make up the VCE, an unlimited number can be VET.
- Up to three sequences other than English, can be approved VCE VET unit 3 and 4 sequences.
- VET programs contribute directly to the ATAR with a study score derived from scored assessment or as 10% as a 5th or 6th subject. However, in some instances there is nil contribution towards ATAR when units are at 1 and 2 level only.
- Contribution to the VCAL
- Contributes to the satisfactory completion of the VCAL - Industry Specific Skills.
- 100 hours of VET gains one VCAL credit. This usually represents one semester of classes.

Please note: Year 10 students are able to enrol in Year 1 VET certificate
Advantages of studying VET

**VET increases Students’ Learning Potential**
- Broadens VCE/VCAL options.
- Develops the students’ capacity to make decisions and solve problems.
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult environment.
- Matches student interest and career directions through the provision of strong pathways.

**VET Gives National Qualifications and Skills**
- Upon successful completion of the program, students are awarded a nationally accredited vocational training certificate.
- VET qualification articulates directly into further education and training at TAFE. Eg CERT II in Automotive Technology provides students with a pre apprentice in this industry area.
- VET provides access to a range of different technologies related to the workplace.

**VET Prepares Students for the Workforce**
- Expands post school opportunities.
- Provides the opportunity to trial a career. Helps students explore possible areas of interest, which promote further study and work choices.
- Allows students to develop strong links with industry and local community employers. Students may be offered part time or casual work.
- Improves employment prospects
- Helps students gain knowledge of employer’s expectations and real working conditions.
- Develops student’s capacity for co-operation, teamwork and leadership skill development.
- Assists the transition from school to work.
Examples of Employment Opportunity

**Building and Construction (Carpentry/Bricklaying)**
Labourer, Contractor, Inspector, Site Manager, Surveyor, Project Manager, Driver, Crane Operator, Administration.

**Business Administration (Office Administration)**
Administrative Assistant, Receptionist, Secretary, Information Officer, Customer Service Officer.

**Community Services**
Social Worker, Nursing, Psychologist, Counsellor, Nanny, Youth Worker, Rehabilitation, Residential Care Worker, Welfare Officer, Personal Carer, Physiotherapist, Occupational Therapist.

**Dance**
Choreographer, Community Dance Worker, Dance Teacher, Dance Therapist

**Engineering**

**Hairdressing**
Hairdresser, Hair Stylist, Beauty Therapist, Beautician, Make-up Artist.

**Hospitality**
Executive Chef, Senior Cook, Apprentice Cook, Kitchen Hand, Cocktail/Lounge or Food Waiter, Bar Manager, Bar Attendant, Housekeeper, Room Attendant, Front Office, Manager, Duty Manager, Receptionist, Accounts Clerk, Concierge, Porter.

**Information Technology and CISCO**

**Multimedia and Creative Industries (Media)**
Web Site Supervisor, Project Manager, Graphic Designer, Animator, Script Writer, Editor, Video/Sound Producer, Sound Editor, System Designer, Programmer, Network Administrator, Special Effects Engineer, Producer, Director, Publisher, New Product Developer.

**Music**
Vocalist, Musician, Music Retailer, Venue Manager, Music Director, Promoter, Production Crew Member, Stage Manager.

**Sport and Recreation**
Aerobic Instructor, Fitness Instructor, Physical Education Teacher, Sports Management/Administrator, Sports Coach, Recreational Officer, Sportsperson, Leisure and Cultural Service Officer, Outdoor Recreation Activity Leader, Dietician, Nutritionist, Physiotherapist, Referee, Broadcasting and Sports Journalism.
Unit 1, 2, 3 & 4  
**VET: Certificate III in Allied Health Assistance**  
Course Outline

The VCE VET Health program is drawn from the HLT07 Health Training Package and covers a wide range of work areas within the health industry. Students completing this program will have the skills and knowledge required to work in an entry-level role within a range of health related areas. Certificate III in Allied Health Assistance covers workers who, under direct supervision, provide assistance to allied health professionals. Core units of competency in the program include: assist with an allied health program, recognised healthy body systems in a health care context and assist with client movement.

**Unit 1 & 2**  
Units of Competencies involved in: Certificate III in Allied Health Assistance  
- Communicate and work effectively in health  
- Comply with infection control policies  
- Participate in WHS processes  
- Apply first aid  
- Respond effectively to behaviours of concern  
- Work effectively with others  
- Use business equipment and resources  
- Prepare and maintain beds  
- Follow safe manual handling practices  
- Transport clients  
- Maintain high standard of client service  
- Assist in client movement

**Unit 3 & 4 (in 2017)**  
Units of Competencies involved in: Certificate III in Allied Health Assistance  
- Interpret and apply medical terminology appropriately  
- Assist with an allied health program  
- Work effectively with culturally diverse clients and co-workers  
- Organise workplace information  
- Apply the principles of confidentiality, privacy and security within the medical environment  
- Work effectively with Aboriginal and/or Torres Strait Islander people  
- Recognise healthy body systems in a health care context  
- Support the care of clients

**Pathways**  
Certificate III in Allied Health Assistance may lead to employment as an allied health assistant in the areas of podiatry, physiotherapy, speech, pathology or occupational therapy. Through a higher education pathway, future employment outcomes may include physiotherapist, pharmacist, dietician or doctor.

<table>
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<tr>
<th>VET Certificate</th>
<th>Venue</th>
<th>Year</th>
<th>Approx Cost</th>
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<tbody>
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<td>Year 1</td>
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Year 1 & 2
VET Applied Fashion Design and Technology
Course Outline
The aims of VET Fashion Design and Technology is to teach the understanding and interpretation of fashion design in a method that combines pattern design development and garment assembly. The course is provided through College of Fashion Design and delivered at Point Cook Senior Secondary College.
There are many business opportunities in Australia for designers/makers with ‘hand-on’ skills in pattern making and garment construction.

Year 1
The course focuses on developing practical patternmaking and garment construction skills as students learn to design a range of garments based on their own measurements. Students learn how to use the SITAM AB drafting system to make personalized patterns and construct a T-shirt, skirt, trousers and fitted bodice as well as develop a portfolio of designs and an understanding of the fashion industry.
Required modules:
- Using a Sewing Machine
- Sew Components
- Modify patterns to create basic styles
- Draw and interpret a simple sketch
- Design and produce a simple garment
- Identify design process for fashion designs
- Follow defined OH & S policies and procedures
- Apply quality standards
- Work in the textiles, clothing and footwear industry

Year 2
Certificate III is the second year of your fashion course, where students will design and draft patterns to their own measurements and make up a coordinated range of 3 garments. All this is done with the SITAM AB drawing tool, a tool that teaches how to draw the human figure in various poses and also relates back to the pattern drafting tool. This Certificate also teaches the ability to draw the different parts of the garment with the necessary design principles and elements.
Required modules
- Participate in environmentally sustainable work practices
- Prepare and produce a sewn garment
- Prepare a design concept for a simple garment
- Identify fabrics and fibres
- Embellish garment by hand or machine

Assessment
Satisfactory completion of each competency.

Pathways
Completing this study will assist you in the following careers:
- Apprenticeships/Traineeships in the Clothing Industry
- TAFE and University courses in Fashion Design
- Patternmaking and garment construction
- Clothing technology

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</table>
Unit 1 & 2
VET: Certificate II in Automotive Studies (Diesel)
Course Outline

Unit 1 & 2
The Certificate II in Automotive Studies (Diesel) trains students with knowledge and skills to gain competency in carrying out service and repair procedures. Through this qualification, students will develop the competencies required to repair and service diesel engines and associated components. After completion of this course and sufficient industry experience, students may seek trade recognition in Automotive Diesel.

Year 1
Units of Competencies involved in: Certificate II in Automotive Studies (Diesel)
• Participate in basic vehicle servicing operations
• Carry out industry research
• Use and maintain measuring equipment
• Use and maintain workplace tools and equipment
• Remove and assemble engine cylinder head
• Remove and replace wheel and tyre assemblies
• Apply safe working practices
• Operate electrical testing equipment

Year 2
• Set-up and use welding equipment
• Dismantle and assemble engine four stroke multicylinder (petrol)
• Dismantle and assemble transmission, manual (convention)
• Remove/replace suspension, front springs
• Recharge batteries
• Construct basic electronic circuits

Plus other electives that are chosen by the trainer

Pathways
• Apprenticeships/Traineeships in the Automotive Industry
• TAFE courses in the Automotive Industry
• Auto-Mechanical / Body Fitting / Electrical / Diesel

<table>
<thead>
<tr>
<th>VET Certificate</th>
<th>Venue</th>
<th>Year</th>
<th>Approx Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Studies-Diesel</td>
<td>Point Cook Senior</td>
<td>Year 1</td>
<td>$500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 2</td>
<td>$500</td>
</tr>
</tbody>
</table>
Unit 1, 2, 3 & 4

VET: Certificate II in Automotive Studies
Course Outline
To provide students with the skills and ability to achieve competencies which will enhance their employment and further training prospects within the automotive and automotive related industries. The Certificate II in Automotive Studies provides students with a broad base of skills necessary to maintain and service a wide range of motor vehicles. This solid grounding in the principles of automotive maintenance and repair will give you a head start in gaining an automotive apprenticeship.

Units 1 and 2
Units of Competencies involved in: Certificate II in Automotive Studies
• Carry out industry research
• Apply safe working practices
• Remove and replace carburettor
• Remove and replace fuel pump
• Dismantle and assemble fuel pump
• Remove and replace wheel and tyre assemblies
• Remove and refit batteries
• Recharge batteries
• Use and maintain workplace tools and equipment
• Participate in basic vehicle servicing operations
• Use and maintain workplace tools/equipment

Units 3 and 4
Units of Competencies involved in: Certificate II in Automotive Studies
• Use and maintain measuring equipment
• Dismantle and assemble engine, four-stroke single cylinder
• Dismantle and replace carburettors
• Remove and replace suspension, front springs
• Remove and replace clutch assembly
• Operate electrical test equipment
• Dismantle and assemble alternator

Pathways
Completing this study will assist you in the following courses and careers:
• Apprenticeships/Traineeships in the Automotive Industry
• TAFE courses in the Automotive Industry
• Auto - Mechanical / Body Fitting / Electrical

<table>
<thead>
<tr>
<th>VET Certificate</th>
<th>Venue</th>
<th>Year</th>
<th>Approx Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Studies-Petrol</td>
<td>Bayside College</td>
<td>Year 1</td>
<td>$500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 2</td>
<td>$500</td>
</tr>
</tbody>
</table>
Unit 1, 2, 3 & 4

VET: Certificate II in Building & Construction

Course Outline

The aims of the VCE VET Building and Construction program are to:

• provide participants with knowledge and skill development to enhance their employment prospects within the building and construction industry
• enable participants to gain credit towards a nationally recognised credential and to make a more informed choice of vocational and career paths.

Upon completion of the program, students will have achieved approximately two thirds of the Pre-apprenticeship certificate, comprising the certificate core and some stream specific modules. Students wishing to complete the entire pre-apprenticeship certificate will need to undertake modules beyond the requirements of the VCE VET program.

Modules include:
Calculations for the building Industry
Communications for the building Industry
Quality principles for the building Industry
Career studies
Basic First Aid
Building and construction industry induction
Workplace documents and plans
Workplace safety
Building structures
Levelling
Safe handling of power tools
Introduction to scaffolding

Specialist Stream Units of Study
Students must complete the a range of modules from specialist stream electives - to be advised by the relevant TAFE.

Pathways

Career paths within the Construction Industry include:
• Building site administration • Electronic
• Foremanship • Building services
• Building administration • Drafting (architectural)
• Estimation • Union administration
• Building inspection • Contract administration

<table>
<thead>
<tr>
<th>VET Certificate</th>
<th>Venue</th>
<th>Year</th>
<th>Approx Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building &amp; Construction</td>
<td>Point Cook Senior</td>
<td>Year 1</td>
<td>$650 TBC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 2</td>
<td>$650 plus $200 Bridging Course</td>
</tr>
</tbody>
</table>
Unit 1, 2, 3 & 4

VET: Certificate II in Business
Course Outline
The VCE VET Business program is drawn from the BSB07 Business Training Package and offers essential cross-industry skills for all enterprises. The Certificate II and III in Business provides a pathway for students wishing to continue on with their business studies into higher education. Certificate II with selected units from Certificate III offers a narrower choice of electives but provides students with a Unit 3 and 4 sequence and scored assessment. Units 3 and 4 of the program incorporate units such as organising work priorities, organising workplace information, promoting innovation and design and producing business documents.

Units 1 & 2
Units of Competencies involved in: Certificate II in Business
• Work effectively in a business environment
• Communicate in the workplace
• Use business technology
• Create and use spreadsheets
• Produce simple word processed documents
• Process and maintain workplace information
• Contribute to the health and safety of others
• Handle mail
• Organise and complete daily work activities
• Participate in environmentally sustainable work practices
• Deliver a service to customers
• Communicate electronically

Units 3 & 4 (in 2017)
Units of Competencies involved in: Certificate II in Business
• Organise work priorities and development
• Organise workplace information
• Produce business documents
• Deliver and monitor a service to customers
• Recommend products and services

Pathways
Completion of the Certificate III in Business provides a pathway into training and employment in business and related industries. Potential occupations may include personal assistant, medical secretary, legal clerk or information desk manager. Further study through higher education pathways could lead to employment opportunities in commerce, management or marketing.

<table>
<thead>
<tr>
<th>VET Certificate</th>
<th>Venue</th>
<th>Year</th>
<th>Approx Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>Bayside College</td>
<td>Year 1</td>
<td>$300</td>
</tr>
</tbody>
</table>
**Unit 1, 2, 3 & 4**

**VET: Certificate III Early Childhood Education & Care**

**Course Outline**
The Certificate III in Early Childhood Education and Care prepares students to be competent in a range of skills, knowledge and attributes identified by the Children’s Services sector. The course has specialist children services units to enable work in child care centres when completed.

**Units 1 & 2**
Units of Competencies involved in: Certificate III in Early Childhood Education and Care
- Participate effectively in the work environment
- Participate in workplace health and safety
- Ensure the health and safety of children
- Use an approved learning framework to guide practice
- Provide care for babies and toddlers
- Provide care for children
- Promote and provide healthy food and drinks
- Identify and respond to children and young people at risk
- Work collaboratively to maintain an environment safe for children and young people
- Work within a relevant legal and ethical framework

**Units 3 & 4**
Units of Competencies involved in: Certificate III in Early Childhood Education and Care
- Use information about children to inform practice
- Support the holistic development of children in early childhood
- Provide experiences to support children’s play and learning
- Develop positive and respectful relationships with children
- Support behaviour of children and young people
- Ensure the health and safety of children
- Develop cultural competence
- Work effectively with Aboriginal and/or Torres Strait Islander people
- Provide an emergency first aid response in an education and care setting

**Pathways**
Certificate III in Early Childhood Education and Care can provide pathways into work or further study in children’s services, in areas such as child care, home and community care, alcohol and other drugs work, disability work, social housing or mental health work. With additional training and experience, future employment opportunities may include a community health worker, counsellor, school support worker or case manager. Pathways are also available from this qualification into the Health Training Package in areas such as allied health assistance and nursing. Further study can also be undertaken in the higher education sector in areas such as social work and education.

<table>
<thead>
<tr>
<th>VET Certificate</th>
<th>Venue</th>
<th>Year</th>
<th>Approx Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education &amp; Care</td>
<td>Laverton College</td>
<td>Year 1</td>
<td>$400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 2</td>
<td>$400</td>
</tr>
</tbody>
</table>
VET: Certificate II in Community Services Work
Course Outline
VCE VET Community Services program offers students the opportunity to learn about the community services sector and explore specific contexts of work. They will develop skills in communication, information provision and processing, administration support, networking and group support. Units 3 and 4 offers scored assessment and incorporates units such as working effectively with young people and operating under a casework framework.

Unit 1 & 2
Units of Competencies involved in: Certificate II in Community Services
- Prepare for work in the community sector
- Communicate with people accessing the service
- Apply First Aid
- Participate in the WHS processes
- Follow policies, procedures and programs of the organisation
- Work with others
- Support the development of children
- Provide food services
- Prepare of disability work

Unit 3 & 4 (in 2017)
Units of Competencies involved in: Certificate II in Community Services
- Work effectively in the leisure and health industry
- Undertake community sector work within own community
- Advocate for clients
- Operate under a caseworker framework
- Support group activities
- Work effectively with young people

Pathways
Certificate II in Community Services can provide pathways into work or further study in community services, in areas such as child care, aged care, home and community care, alcohol and other drugs work, disability work, social housing or mental health work. With additional training and experience, future employment opportunities may include a community health worker, counsellor, school support worker, case manager. Pathways are also available from this qualification into the Health Training Package in areas such as allied health assistance and nursing. Further study can also be undertaken in the higher education sector in areas such as social work and education.

VET Certificate | Venue | Year | Approx Cost
--- | --- | --- | ---
Community Service Work | Bayside College | Year 1 | $400 (incl first aid)
Unit 1, 2, 3 & 4

VET: Certificate II in Dance

Course Outline

Certificate II in Dance aims to provide students with the technical and performance skills to begin the process of establishing a career in the entertainment industry. Students will learn the necessary knowledge and skills to enable them to participate in a variety of dance routines. Units 1 and 2 of the program include developing basic levels of physical condition for dance performance and basic dance techniques, sourcing information on the history and theory of dance and applying it to an area of work. Units 3 and 4 offers scored assessment and incorporates units such as sourcing and applying entertainment industry knowledge, preparing for a dance performance, refining basic dance techniques and applying basic dance techniques for performances.

Unit 1 & 2

Units of Competencies involved in: Certificate II in Dance
- Work effectively with others
- Develop basic dance techniques
- Follow basic safe dance practices
- Develop a basic level of physical condition for dance performance
- Perform basic jazz dance technique
- Perform basic contemporary dance technique

Unit 3 & 4 (in 2017)

Units of Competencies involved in: Certificate II in Dance
- Prepare self for performance
- Incorporate artistic expression into basic dance performances
- Develop and apply creative arts industry knowledge
- Develop audition techniques
- Increase depth of contemporary dance technique
- Increase depth of jazz dance technique

Pathways

Completion of Certificate II in Dance will assist students in entering the dance industry. With additional training and experience, future employment opportunities may include dancer, performer and choreographer.

VET Certificate  Venue  Year  Approx Cost
Dance  Point Cook Senior  Year 1  $350
Unit 1, 2, 3 & 4

VET: Certificate II in Electrotechnology  (Electrical Pre- Apprenticeship)

Course Outline

The Certificate II in Electrotechnology (Pre-Apprenticeship) aims to provide students with the knowledge and skills to achieve units of competence that will enhance their employment prospects in the electrical industry. It also provides students with increased opportunities of gaining an electrical apprenticeship. The program also provides experiences in and knowledge of occupations at electrotechnology trade level enabling students to make informed choices in the selection of career paths.

Unit 1 & 2

Units of Competencies involved in: Certificate II in Electrotechnology

• Work safely in the construction industry
• Provide basic emergency life support
• Apply occupational health and safety regulations, codes and practices in the workplace
• Fabricate, assemble and dismantle utilities industry components
• Solve problems in ELV single path circuits
• Fix and secure electrotechnology equipment
• Produce products for carrying out energy sector work
• Carry out routine work activities in an energy sector work
• Carry out preparatory energy sector work

Unit 3 & 4

Units of Competencies involved in: Certificate II Electrotechnology

• Solve problems in multi path DC circuits
• Attach cords for electrical equipment
• Conduct in-services safety testing of electrical cords
• Identify and select components/accessories/materials
• Use routine equipment/plant/technologies in an electrical environment
• Produce routine products for carrying out electrical work
• Use basic computer applications relevant to a workplace
• Maintain documentation
• Provide basic sustainable energy solutions in residential premises

Pathways

This certificate will prepare students for entry level employment in the Electrical Industry and enhance their opportunity in gaining an electrical apprenticeship. Potential career opportunities include self-employed electrician, site/factory electrician, electrical inspector.

<table>
<thead>
<tr>
<th>VET Certificate</th>
<th>Venue</th>
<th>Year</th>
<th>Approx Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrotechnology</td>
<td>Emmanuel College (Notre Dame)</td>
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<tr>
<td></td>
<td></td>
<td>Year 2</td>
<td>$750</td>
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</tbody>
</table>
Unit 1, 2, 3 & 4

VET: Certificate II in Engineering Studies

Course Outline

Certificate II in Engineering Studies provides students with the skills and knowledge to undertake an apprenticeship in the engineering trades. Units 1 and 2 cover areas in basic machine processing, fabrication techniques, using power tools and using computers for engineering related work activities. Depending on the electives chosen, Units 3 and 4 offers scored assessment and incorporates units such as producing basic engineering sketches and drawings, handling engineering materials and assembling and testing electronic engineering equipment and making it operational.

Unit 1 & 2

Units of Competencies involved in: Certificate II Engineering Studies

• Apply principles OH & S in work environment
• Organise and communicate information
• Interact with computing technology
• Use hand tools
• Use power tools/hand held operations
• Develop an individual career plan for the engineering industry
• Perform basic machining processes
• Apply basic fabrication techniques

Unit 3 & 4

Units of Competencies involved in: Certificate II in Engineering Studies

• Perform computations
• Participate in environmentally sustainable work practices
• Produce basic engineering sketches and drawings
• Handle engineering materials
• Apply 5S procedures
• Produce basic engineering components and products using fabrication or machining

Pathways

Certificate II in Engineering Studies provides a pathway into an engineering apprenticeship or traineeship which can lead into a range of careers in the engineering and manufacturing industries, including roles in conception, design, manufacture, installation and repair of a wide range of products. As a qualified tradesperson occupations may include boiler maker, welder, tool/die maker, hydraulics/avionics/mechanical technician, draftsperson or mechanical fitter. This qualification also provides a pathway for students considering para professional careers in engineering industry such as Mechanical Engineer.

VET Certificate | Venue | Year | Approx Cost
--- | --- | --- | ---
Engineering Studies | Laverton College | Year 1 | $500
 |  | Year 2 | $500
Unit 1 & 2

VET: Certificate II in Hairdressing

Course Outline

The Certificate II in Hairdressing will equip students with foundation skills and knowledge for a career in the Hairdressing industry. The course will also enhance a student’s applications for a hairdressing apprenticeship by providing them with basic training in competencies included at the apprenticeship level.

Unit 1 & 2

Units of Competencies involved in: Certificate II in Hairdressing

- Participate in environmentally sustainable work practices
- Perform shampoo and basin services
- Greet and prepare clients for salon services
- Dry hair to shape
- Maintain and organise tools, equipment and work areas
- Apply salon safety procedures
- Communicate in the workplace
- Work effectively in a retail environment
- Conduct financial transactions
- Perform head, neck and shoulder massage
- Apply hair braiding techniques
- Recommend hair, beauty and cosmetic products and services
- Sell products and services

Pathways

Completing this study will assist you in the following courses and careers:

- Employment on cruise ships and within the print and media sector
- Technician for a product company
- Teacher of hair and make-up
- Salon Manager/Small Business Manager
- Company Director
- Executive Manager for a product company

Hair and make-up for:

- Film and television
- Photo shoots
- Bridal market

<table>
<thead>
<tr>
<th>VET Certificate</th>
<th>Venue</th>
<th>Year</th>
<th>Approx Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hairdressing</td>
<td>Point Cook Senior</td>
<td>Year 1</td>
<td>$500 (incl Kit)</td>
</tr>
</tbody>
</table>
**Unit 1, 2, 3 & 4**

**VET: Certificate II in Horticulture/Parks & Gardens**

Course Outline

Certificate II in Horticulture provides you with the knowledge and skills to enhance your employment prospects in the horticulture industry. This program covers a broad range of tasks in gardening, nursery work and landscaping; as well as the foundation skills and knowledge required by the horticultural industry. Skills gained from this qualification are from units of competency including developing and maintaining plants and landscapes, propagation, pruning, treating weeds, pests and diseases, preparing turf surfaces for play and laying irrigation.

**Unit 1 & 2 and Unit 3 & 4 (1 year program only)**

Units of Competencies involved in: Certificate II in Horticulture
- Participate in OHS processes
- Participate in environmentally sustainable work practices
- Apply chemicals under supervision
- Operate basic machinery and equipment
- Plant trees and shrubs
- Maintain pressurised irrigation systems
- Treat weeds
- Conduct visual inspection of park facilities
- Support turf establishment
- Work effectively in the industry
- Prune shrubs and small trees
- Determine basic properties of soil and/or growing media
- Prepare & apply chemicals
- Transport, handle & store chemicals
- Recognise plants
- Undertake propagation activities

**Pathways**

Certificate II in Horticulture is a work ready pre-employment course designed to assist you in pursuing a career in the horticultural industry through study pathway options, such as an apprenticeship or higher education. Industry sectors include arboriculture, floriculture, landscaping, nurseries, parks and gardens and turf. With additional training and experience, future employment opportunities may include nursery worker, grounds keeper, horticulturalist or landscaper.

<table>
<thead>
<tr>
<th>VET Certificate</th>
<th>Venue</th>
<th>Year</th>
<th>Approx Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horticulture</td>
<td>Werribee Park</td>
<td>Year 1</td>
<td>$450</td>
</tr>
</tbody>
</table>
Unit 1, 2, 3 & 4

VET: Certificate III in Catering Operations (Front of House)

Course Outline:
Certificate III in Catering Operations (Front of House) is designed to provide students with the necessary training and skills for the achievement of competency in food and beverage service. Depending on the electives chosen, Units 1 and 2 include developing and updating hospitality industry knowledge, serving food and beverage to customers, organising and preparing food, providing visitor information and workplace hygiene. Unit 3 and 4 offers scored assessment and incorporates units such as providing food and beverage service, preparing and serving non-alcoholic beverages, responsible service of alcohol and preparing and serving espresso coffee.

Unit 1 & 2
Units of Competencies involved in: Certificate III in Catering Operations (Front of House)
- Use hygienic practices for food safety
- Work effectively with others
- Provide responsible service of alcohol
- Prepare simple dishes
- Source and use information on the hospitality industry
- Maintain the quality of perishable items
- Participate in safe work practices
- Prepare sandwiches
- Use hospitality skills effectively
- Interact with customers
- Provide service to customers
- Show social and cultural sensitivity
- Use food preparation equipment
- Produce dishes using basic methods of cookery
- Clean kitchen premises and equipment

Unit 3 & 4
Units of Competencies involved in: Certificate III in Catering Operations (Front of House)
- Prepare and serve espresso coffee
- Prepare and serve non-alcoholic beverages
- Serve food and beverage
- Provide advice on food
- Process financial transactions

Pathways
Completion of Certificate III in Catering Operations may provide employment opportunities in a variety of roles, such as a food and beverage attendant, bar/bottle shop attendant, front office/receptionist, catering assistant, kitchen hand, waiter or barista. With additional training and experience, future employment opportunities may include restaurant manager.

<table>
<thead>
<tr>
<th>VET Certificate</th>
<th>Venue</th>
<th>Year</th>
<th>Approx Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catering Operations-FOH</td>
<td>Laverton College</td>
<td>Year 1</td>
<td>$500</td>
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<td></td>
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<td>Year 2</td>
<td>$500</td>
</tr>
</tbody>
</table>
Unit 1, 2, 3 & 4

VET: Certificate III in Catering Operations (Kitchen Operations) Course Outline

Certificate III in Catering Operations (Kitchen Operations) provides students with the skill and knowledge to be competent in a range of kitchen functions and activities to work in various hospitality enterprises where food is prepared and served. Units 1 and 2 include health, safety and security procedures, workplace hygiene, working with colleagues and customers, using basic methods of cookery, receiving and storing kitchen supplies and presenting food. Units 3 and 4 offer scored assessment and incorporating units such as preparing, cooking and serving food for service, preparing appetisers and salads, stocks, sauces, soups and desserts.

Unit 1 & 2

Units of Competencies involved in: Certificate III in Catering Operations (Kitchen Operations)
- Use hygienic practices for food safety
- Work effectively with others
- Provide responsible service of alcohol
- Prepare simple dishes
- Source and use information on the hospitality industry
- Maintain the quality of perishable items
- Participate in safe work practices
- Prepare sandwiches
- Use hospitality skills effectively
- Interact with customers
- Provide service to customers
- Show social and cultural sensitivity
- Use food preparation equipment
- Produce dishes using basic methods of cookery
- Clean kitchen premises and equipment

Unit 3 & 4

Units of Competencies involved in: Certificate III in Catering Operations (Kitchen Operations)
- Prepare appetisers and salads
- Prepare stocks, sauces and soups
- Prepare vegetables, fruit, eggs and farinaceous dishes
- Use cookery skills effectively
- Purchase goods

Pathways

With additional training and experience, future employment opportunities may include chef, pastry chef, caterer, breakfast cook, short order cook and a fast food cook.

<table>
<thead>
<tr>
<th>VET Certificate</th>
<th>Venue</th>
<th>Year</th>
<th>Approx Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catering Operations-Kitchen Operations</td>
<td>Laverton College</td>
<td>Year 1</td>
<td>$500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 2</td>
<td>$500</td>
</tr>
</tbody>
</table>
Unit 1, 2, 3 & 4
VET: Certificate II in Information Technology (partial completion)

Course Outline
Certificate III in Information Technology provides students with the skills and knowledge to be competent in introductory ICT technical functions. The qualification is designed to support information activities in the workplace and to achieve a degree of self-sufficiency as an advanced ICT user. Units 1 and 2 include core skills from Certificate II in integrating and operating commercial computing packages, designing organisational documents and installing software applications. Units 3 and 4 offers scored assessment and incorporates units such as using advanced features of computer applications, installing and managing network protocols, connecting internal hardware components and managing customer relationships.

Unit 1 & 2
Units of Competencies involved in: Certificate II Information Technology
- Participate effectively in WHS communication and consultative processes
- Work and communicate effectively in an IT environment
- Run standard diagnostic tests
- Operation application software packages
- Administer network peripherals
- Care for computer hardware

Unit 3 & 4
Units of Competencies involved in: Certificate II in Information Technology
- Create user documentation
- Install and optimise operating system software
- Implement and monitor environmental sustainable work practices
- Provide IT advice to clients
- Maintain equipment and software
- Install, configure and secure a small or home office network
- Connect internal hardware components

Pathways
Areas of employment may include working in personal computer support or network systems administration. With additional training and experience future employment opportunities may include software/hardware developer, systems analyst, website developer, helpdesk officer.

<table>
<thead>
<tr>
<th>VET Certificate</th>
<th>Venue</th>
<th>Year</th>
<th>Approx Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology</td>
<td>Bayside College</td>
<td>Year 1</td>
<td>$300</td>
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<td></td>
<td></td>
<td>Year 2</td>
<td>$300</td>
</tr>
</tbody>
</table>
Unit 1, 2, 3 & 4
VET: Certificate III in Media (Multimedia)
Course Outline
Units 1 and 2 include participating in occupational health and safety processes, developing and applying creative arts industry knowledge, working with others and applying critical thinking techniques. Units 3 and 4 offers scored assessment and incorporates units such as 2D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.

Units 1 & 2
Units of Competencies involved in: Certificate III in Media (Multimedia)
• Develop and extend critical and creative thinking skills
• Work effectively in the screen and media industries
• Follow OH&S procedures
• Produce and prepare photo images
• Produce drawings to represent and communicate the concept
• Maintain interactive content
• Follow a design process
• Apply first aid

Units 3 & 4
Units of Competencies involved in: Certificate III in Media (Multimedia)
• Create 2D digital animations
• Write content for a range of media
• Explore and apply the creative design process to 2D forms
• Author interactive sequences
• Prepare video assets
• Create visual design components

Pathways
With additional training and experience potential employment opportunities may include, camera/lighting assistant, radio program maker/presenter, editing assistant, interactive media author, production assistant, web designer, games designer, animator, special effects producer.

VET Certificate
Multimedia

Venue
Bayside College

Year
Year 1
Year 2

Approx Cost
$350 incl First Aid
$350
## Unit 1, 2, 3 & 4

**VET: Certificate III in Music (Performance)**

**Course Outline**

Certificate III in Music enables students to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 include preparing for performances, writing song lyrics, developing ensemble skills and assisting with sound recordings. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.

### Unit 1 & 2

Units of Competencies involved in: Certificate III in Music (Performance)

- Implement copyright arrangements
- Work effectively in the music industry
- Follow occupational health and safety procedures
- Prepare for performances
- Make a music demo
- Compose simple songs or musical pieces
- Develop ensemble skills for playing or singing music
- Assist with sound recordings

### Unit 3 & 4

Units of Competencies involved in: Certificate III in Music (Performance)

- Develop technical skills in performance
- Develop improvisation skills
- Apply knowledge of genre to music making
- Develop and maintain stagecraft skills
- Perform music as a soloist or Perform music as part of a group

### Pathways

Completion of Certificate III prepares students for work in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment opportunities may include professional musician, song writer, composer, arranger, copier, promoter, teacher, instrumentalist.

<table>
<thead>
<tr>
<th>VET Certificate</th>
<th>Venue</th>
<th>Year</th>
<th>Approx Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Performance</td>
<td>Laverton College</td>
<td>Year 1</td>
<td>$400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 2</td>
<td>$400</td>
</tr>
</tbody>
</table>
VET: Certificate III in Music (Technical Production)

Course Outline
Certificate III in Technical Production provides students with the practical skills and knowledge to record, mix and edit sound sources. Units 1 and 2 include developing music industry knowledge, establishing contractual and work relationships, and following health, safety and security practices. Units 3 and 4 offers scored assessment and includes units such as editing sound using digital systems, operating sound mixing consoles, operating sound reinforcement systems and mixing sound sources.

Unit 1 & 2
Units of Competencies involved in: Certificate III in Music (Technical Production)
- Work effectively with others
- Manage own work and learning
- Source and apply entertainment industry knowledge
- Follow occupational health and safety procedures
- Implement copyright arrangements
- Perform basic sound editing
- Operate professional audio equipment
- Provide event staging support
- Incorporate music technology into performance
- Assist with sound recordings

Unit 3 & 4
Units of Competencies involved in: Certificate III in Music (Technical Production)
- Provide sound reinforcement
- Record and mix a basic music demo
- Apply a general knowledge of audio to work activities
- Select and manage microphone and other audio input sources
- Set up and disassemble audio equipment

Pathways
Completion of the Certificate III prepares students for work in the music industry in areas such as sound track laying, digital editing and mixing, audio visual equipment operations and stage management and can be applied to workplaces such as stage productions, radio and medium to large recording studios. With additional training and experience, potential employment opportunities may include sound technician, tour crew member, studio engineer, theatre/television audio technician.

VET Certificate | Venue | Year | Approx Cost
--- | --- | --- | ---
Technical Production | Williamstown HS | Year 1 | $400
 | | Year 2 | $400
Unit 1, 2, 3 & 4

VET: Certificate III in Sport and Recreation

Course Outline

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including teaching the fundamental skills of athletics, basketball, gymnastics or squash and implementing sports injury prevention. Units 3 and 4 offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct sport and recreation sessions and undertake a risk analysis of activities. Students also undertake electives drawn from the Aquatics, Fitness, Sport and Outdoor Recreation streams.

Unit 1 & 2

Units of Competencies involved in: Certificate III in Sport and Recreation

- Organise personal work priorities and development
- Provide First Aid
- Develop and extend critical and creative thinking skills
- Use social media tools for collaboration and engagement
- Develop and update knowledge of coaching practices
- Provide customer service
- Respond to emergency situations
- Follow work health and safety policies

Unit 3 & 4

Units of Competencies involved in: Certificate III in Sport and Recreation:

- Conduct basic warm-up and cool-down programs
- Plan and conduct sport and recreation sessions
- Manage conflict
- Analyse participation behaviour
- Provide public education on the use of resources
- Undertake risk analysis of activities
- Officiate games and competitions

Pathways

Completion of Certificate III in Sport and Recreation may lead to job outcomes including facilitating sport and recreation programs, maintaining grounds and facilities and working in the service industry in locations such as recreation and fitness centres, outdoor sporting grounds or aquatic centres. With additional training and experience, potential job outcomes may include coaching, teaching and sports administrating.

<table>
<thead>
<tr>
<th>VET Certificate</th>
<th>Venue</th>
<th>Year</th>
<th>Approx Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport &amp; Recreation</td>
<td>Point Cook Senior</td>
<td>Year 1</td>
<td>$350 incl First Aid</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 2</td>
<td>$350</td>
</tr>
</tbody>
</table>
VET: Certificate II in Visual Arts
Course Outline
This qualification allows learners to develop the basic creative and technical skills that underpin visual arts and craft practice. Students undertake a range of subjects and use a range of art mediums within the course to further their knowledge within the Arts area of study.

Unit 1 & 2
Units of Competencies involved in: Certificate II in Visual Arts
• Participate in OH &S
• Make simple creative work
• Use basic drawing techniques
• Develop printmaking skills
• Source and use information relevant to own arts practice

Unit 3 & 4 (in 2017)
Units of Competencies involved in: Certificate II in Visual Arts
• Develop painting skills
• Develop drawing skills
• Develop jewellery making skills
• Assemble artwork package (basic)

Pathways
After achieving this qualification, people could progress to a wide range of other qualifications in visual arts and craft, or the creative industries more broadly.

VET Certificate
Visual Arts

Venue
Point Cook Senior

Year
Year 1
Year 2

Approx Cost
$350
TBC
## VET Certificates offered by the Hobson Bay VET Cluster for 2016

<table>
<thead>
<tr>
<th>VET Certificate</th>
<th>Venue</th>
<th>Year</th>
<th>Approx Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health</td>
<td>Bayside College</td>
<td>Year 1</td>
<td>$650</td>
</tr>
<tr>
<td>Applied Fashion</td>
<td>Point Cook Senior</td>
<td>Year 1</td>
<td>$500</td>
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<tr>
<td>Automotive Studies-Petrol</td>
<td>Bayside College</td>
<td>Year 1</td>
<td>$500</td>
</tr>
<tr>
<td>Community Service Work</td>
<td>Bayside College</td>
<td>Year 1</td>
<td>$400</td>
</tr>
<tr>
<td>Dance</td>
<td>Point Cook Senior</td>
<td>Year 1</td>
<td>$300</td>
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<tr>
<td>Engineering Studies</td>
<td>Laverton College</td>
<td>Year 1</td>
<td>$500</td>
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<tr>
<td>Hairdressing</td>
<td>Point Cook Senior</td>
<td>Year 1</td>
<td>$500 (incl Kit)</td>
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<tr>
<td>Catering Operations - FOH</td>
<td>Laverton College</td>
<td>Year 1</td>
<td>$500</td>
</tr>
<tr>
<td>Catering Operations - Kitchen</td>
<td>Laverton College</td>
<td>Year 1</td>
<td>$500 incl Uniform</td>
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<tr>
<td>Information Technology</td>
<td>Bayside College</td>
<td>Year 1</td>
<td>$300</td>
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<tr>
<td>Make-up &amp; Skin Care</td>
<td>Point Cook Senior</td>
<td>Year 1</td>
<td>$550 (incl Kit)</td>
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<tr>
<td>Media</td>
<td>Bayside College</td>
<td>Year 1</td>
<td>$350</td>
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<tr>
<td>Music Performance</td>
<td>Laverton College</td>
<td>Year 1</td>
<td>$400</td>
</tr>
<tr>
<td>Musical Technical Production</td>
<td>Williamstown HS</td>
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<td>Sport &amp; Recreation</td>
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<tr>
<td>Horticulture</td>
<td>Werribee Park</td>
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<td>Year 1</td>
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<tr>
<td>Electrotechnology</td>
<td>Emmanuel College (Notre Dame)</td>
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<td>Building &amp; Construction</td>
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<tr>
<td>Business</td>
<td>Bayside College</td>
<td>Year 1</td>
<td>$300</td>
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</table>

**Cost:** The cost for these programs is yet to be determined; therefore the annual amount shown is an approximate cost only.

Other VET Certificates available at TAFE

<table>
<thead>
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<th>VET Certificate</th>
<th>Venue</th>
<th>Year</th>
<th>Approx Cost</th>
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</thead>
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<tr>
<td>Bricklaying</td>
<td>Vic University</td>
<td>Year 1</td>
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<tr>
<td>Plumbing</td>
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<td>Year 2</td>
<td>$1220</td>
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**Cost:** The cost for these programs is yet to be determined; therefore the annual amount shown is an approximate cost only.
Year 10 - Elective Materials & Activity Charges 2016
Please read in conjunction with the Course Selection Booklet

<table>
<thead>
<tr>
<th>Tick</th>
<th>Learning Area</th>
<th>Subject</th>
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<td>Essentials</td>
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<td>Advisory</td>
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<td>Student Engagement Programs</td>
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<td>School Sports</td>
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<td>The Arts</td>
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<td>Graphic Design</td>
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<td></td>
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<td>VCE Theatre Studies Units 1 &amp; 2</td>
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<td>Health &amp; Physical Education</td>
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<td>VCE Outdoor &amp; Environmental Education Units 1 &amp; 2</td>
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<td>Camps &amp; Activities</td>
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<td>Physical Education (external activities)</td>
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<td>Technology Studies</td>
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<td>Food Technology (food provisions)</td>
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<td>Community Action Project (all students)</td>
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<td>Business/Finance</td>
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<td>History</td>
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<td>Geography</td>
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<td>Indonesian</td>
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<td>Law/Politics</td>
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<td>VCE Business Management</td>
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<td>English</td>
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<td>Literature</td>
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<td>Mathematics</td>
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<td></td>
<td></td>
<td>Science</td>
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<tr>
<td></td>
<td></td>
<td>VCE Psychology</td>
<td>$20</td>
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</tr>
</tbody>
</table>

Please Note: All elective charges must be paid on course confirmation day to confirm placement in the selected high cost elective subject.

If the amount for electives is not received the student will be notified and asked to select another elective subject that does not attract material or activity charges.