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Arts Domain

For further information about subjects in the Arts Domain, please contact:

Arts Domain Leader: Mr. Kim Morrison  morrison.kim.d@edumail.vic.gov.au

Subjects Offered

- Drama Performance
- Music Performance
- Studio Arts
- Visual Communication and Design

Career Pathways

Art Styles

- Artistic Director
- Art Critic/ Writer
- Arts Administrator
- Arts and Cultural Planner
- Graphic Novel Author
- Fashion Consultant
- Art Historian/ Art Conservationist
- Courtroom Artist
- Website Writer
- Art Teacher

Drama Performance:

- Actor
- Announcer
- Artist Director
- Film Director
- Stage Designer/ Makeup Artist
- Lighting Technician/ Rigger
- Film Editor/ Camera Operator
- Performing Arts Teacher
- Dancer
- TV/ Radio Presenter/ Reporter
- Events Manager

Music Performance

- Performer/ Musician
- Music Arranger/ Composer
- Music Producer/ Publisher
- Music Teacher
- Promoter/ Band Manager
- Audio Engineer
- Songwriter
- Events Manager
- Music Programmer
- Record Producer
- Music Agent
Studio Arts

- Commercial Artist
- Architectural illustrator
- Fine Artist
- Photographer
- Photo Journalist
- Food Photographer
- Concept Artist
- Art Teacher
- Jeweller
- Urban Designer/ Town Planner
- Interior Designer
- Costume Designer
- Dress Maker

Visual Communication and Design

- Advertising Director
- Magazine Designer
- Landscape Architect
- Industrial Designer
- Packaging Designer
- Digital 3D Modeller
- Web Designer
- Video Game Designer
- Visual Arts Teacher
Drama

**Subject Code: DRA**

Previous Years Materials & Resources Costs – guide only

- Unit 1 & 2  
  $305.00
- Unit 3 & 4  
  $305.00

VCE Drama examines the art of performance and uses research to enhance the decision making process. Students work through a range of activities to explore stagecraft and research the use of stimulus material to inform practice in both group performance and solo performance. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts. This unit also involves analysis of a student's own performance work and analysis of a performance by professional practitioners.

**Unit 1**

Dramatic Storytelling

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of an ensemble performance/s and manipulate expressive skills in the creation and presentation of characters. They develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. Students also gain an awareness of how performance is shaped and given meaning.

**Unit 2**

Creating Australian Drama

This unit focuses on the use and documentation of the processes involved in constructing a devised solo performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Theatrical conventions appropriate to the selected performance styles are also explored. Students knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit.

**Unit 3**

Ensemble Performance

The focus of this unit is on non-naturalistic drama. Students collaborate in the development of an ensemble performance, drawing on subject matter from a range of sources and using non-naturalistic styles from a range of traditions. Analysis and evaluation is focused on the development and realisation of the student's own character(s) in the ensemble, the development and presentation of the ensemble performance and also on a non-naturalistic performance from a prescribed play list.

**Unit 4**

Solo Performance

A solo performance based on a prescribed structure is developed, scripted and performed (external exam) by each student. They will also analyse and evaluate the processes involved in the preparation and realisation of their own solo work. There will be a written exam (external) at the end of the year, which includes aspects of both Units 3 and 4 work.
Outcomes and Assessment Tasks
- Performance Analysis tasks including watching a visiting performer
- Ensemble Performance in front of an audience
- Ensemble Analysis including workshop activities
- Rehearsal techniques for Group Ensemble
- Development of Solo Performance in front of an audience

For additional information, please visit the link below to access the Study Design

Camps and Excursions:
Students attend an overnight camp in term 3 to refine their final solo performance and techniques.

Key Skills Developed
- To create, sustain and develop a role to communicate meaning.
- Explore performance styles from a range of historical, cultural and social contexts.
- Identify and effectively manipulate dramatic elements.
- Apply symbol and transformation of character, time and place.
- Identify and apply production areas appropriate to the selected performance styles.
- Document how a range of stimulus material can be researched and shaped into a performance.
- Document a devised performance.

Music Performance

Subject Code: MUS

Previous Years Materials & Resources Costs – guide only

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<thead>
<tr>
<th>Unit</th>
<th>Cost</th>
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<tbody>
<tr>
<td>1 &amp; 2</td>
<td>$20.00</td>
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<tr>
<td>3 &amp; 4</td>
<td>$20.00</td>
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VCE Music allows students to focus on the skills to become a performer and develop their skills in front of an audience. Students learn skills that enhance their ability to performance and make a connection with an audience. They study other musicians and work through a range of music styles that relate to their instrument in both solo and group ensembles. They learn to focus their craft and develop their understanding of musical language and elements of music during class activities.

Unit 1
Performance Skills
This unit focuses on building performance and musician skills. Students present performances of selected groups and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimize their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice technical work to address these challenges. They also develop skills in performing previously unseen music.
Unit 2
Music Theory

Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

Unit 3
Instrumental Techniques

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances.

Unit 4
Group/ Solo Performance

Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers / songwriters.

Outcomes and Assessment Tasks

- Performance Practice including performance based activities
- Music Theory and understanding of musical language
- Group Ensemble Skills and working others to create a music performance
- Technical Assessments on your instrument
- Aural Listening tasks and assignments
- Development of a performance program
- Attend instrumental music lessons

For additional information, please visit the link below to access the Study Design


Key Skills Developed

- To develop a performance program on an instrument or voice
- To use research to make decisions about how selected works can be interpreted, arranged and/or shaped in Performance
- To learn, practise, interpret and rehearse a program of group and solo works
- To perform a program of group and solo works
- To apply musicianship skills in performance to realise the structure and expressive qualities of the works
Studio Arts

Subject Code: SAR

Previous Years Materials & Resources Costs – guide only

Unit 1 & 2  $175.00
Unit 3 & 4  $180.00

VCE Studio Arts allows student to explore a wide range of art process as they develop a portfolio of work. Students undertake research into styles and processes that they can then apply directly to their development as an artist. Students explore and demonstrate development of ideas and process and relate these back to various techniques and styles studied.

Unit 1
Artistic Inspiration and techniques

The focus of this unit is the investigation of sources of inspiration, which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and cultures is also examined.

Unit 2
Design Exploration and Concepts

The focus of this unit is to establish an effective design methodology for the production of art works and develop skills in the analysis of art works. This unit includes research into common art practices and processes to ensure a complete art piece has a strong artistic intention.

Unit 3
Studio Production and Professional art practices

The focus of this unit is the implementation of the design process leading to the production of a range of potential directions proposed in the exploration proposal solutions. Students also examine traditional and contemporary practices of artists together with the ways in which artists develop distinctive styles and approaches to subject matter.

Unit 4
Studio Production and Industry contexts

The focus of this unit is to produce a cohesive folio of finished art works which resolves the aims and intentions set out in the exploration proposal formulated in Unit 3. Students also examine different components of the arts industry and issues relating to the public display, promotion and critique of art works.

Outcomes and Assessment Tasks

- Exploration of studio processes and practice
- Researching design and artistic intent
- Preparing and presentation art proposals
- Understanding artistic ideas
- Understanding use of materials and techniques
- Development of a visual art folio
For additional information, please visit the link below to access the Study Design


**Camps and Excursions**
Students will attend excursions throughout the year at the SAM (Shepparton Art Museum) and Melbourne

**Key Skills Developed**
- To generate ideas and identify sources of inspiration and artistic influences.
- To progressively record the research and development of individual ideas in a visual diary.
- To use a variety of research methods to translate ideas, observations and experiences into a visual language.
- To select, create, organise and use visual reference material.
- To explore a range of art elements, art principles and aesthetic qualities in the studio process.
- To research subject matter appropriate to individual ideas in a visual diary.
- To discuss the characteristics of a range of art forms, including how materials, techniques and processes will be used in studio practice.

**Visual Communication and Design**

*Subject Code: VIS*

Previous Years Materials & Resources Costs – guide only

- Unit 1 & 2  $75.00
- Unit 3 & 4  $85.00

VCE Visual Communication Design allows students to develop technical understanding and skills in design elements and principals that relate to a context and purpose. Students build skills sets in technical drawing as well as computer assisted design to develop stronger understanding of design practice and product communication. Students undertake research into target audiences and purpose behind concept designs to promote the generation of ideas that then inform practice.

*Unit 1*
Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. Students will practise their ability to draw from observation and use visualisation drawing methods to explore their own ideas. Students will also develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through both theoretical and practical exercises students will develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students will also research and review the contextual background of visual communication through an investigation of design styles.
Unit 2
Applications of visual communication design

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students will use presentation drawing methods that incorporate the use of technical drawing conventions to communicate ideas and information. They will also investigate how typography and imagery are used in visual communication design. Students will also develop an understanding of the design process, engaging in the stages of research, generation of ideas and development of concepts to create visual communications.

Unit 3
Design thinking and practice

The focus of this unit is for students to gain an understanding of the process that designers use to communicate ideas with clients, target audiences, other designers and specialists. Students will investigate and analyse existing visual communications, along with the investigation and experimentation of manual and digital methods, media and materials. Students will establish a design brief, identifying and describing one client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Students will then engage in the stages of research and generation of ideas. The brief and investigation work will underpin the developmental and refinement work to be completed in Unit 4.

Unit 4
Design development and presentation

The focus of this unit is the development of the design concepts and two final presentations of visual communications to meet the requirements of the brief established in Unit 3. This involves students applying the design process twice to meet each of the stated needs. Students will utilise a range of digital and manual methods, media and materials, considering how the application of design elements and principles created different communication messages to their target audience.

Outcomes and Assessment Tasks

- Research into audience profile
- Understanding concepts in design analysis
- Describing design elements and principles
- Drawing tasks designed to communicate ideas and concepts
- Development of visual communication in contexts
- Research into industry practices and processes
- Creation of a brief and formation of concepts to develop design ideas

For additional information, please visit the link below to access the Study Design


Camps and Excursions
Students will attend excursions throughout the year at the SAM (Shepparton Art Museum) and Melbourne
Key Skills Developed

- To generate ideas and identify sources of inspiration and artistic influences.
- To progressively record the research and development of individual ideas in a visual diary.
- To use a variety of research methods to translate ideas, observations and experiences into a visual language.
- To select, create, organise and use visual reference material.
- To explore a range of art elements, art principles and aesthetic qualities in the studio process.
- To research subject matter appropriate to individual ideas in a visual diary.
- To discuss the characteristics of a range of art forms, including how materials, techniques and processes will be used in studio processes.
English Domain

For further information about subjects in the English Domain, please contact:

_English Domain Leader:_ Mrs. Katharine Corrin [corrin.katharine.a@edumail.vic.gov.au](mailto:corrin.katharine.a@edumail.vic.gov.au)

**Subjects Offered**
- English
- English Language
- English Literature

**Career Pathways**
- Publisher
- Writer
- Editor
- Publicist
- Journalist
- Teacher: Primary, Secondary, EAL, Early childhood
- Speech Pathologist
English

Subject Code: ENG

Previous Years Materials & Resources Costs – guide only

<table>
<thead>
<tr>
<th>Unit</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Unit 1 &amp; 2</td>
<td>$20.00</td>
</tr>
<tr>
<td>Unit 3 &amp; 4</td>
<td>$20.00</td>
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The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Unit 1
In this Unit, students read and create texts. They explore how meaning is created in a text. Students analyse and present arguments. They focus on the analysis and construction of texts that attempt to influence an audience.

Unit 2
In this Unit, students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. Students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience.

Unit 3
In this Unit, students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students analyse and compare the use of argument and language in texts that debate a topical issue.

Unit 4
In this Unit, students explore the meaningful connections between two texts. Students build their understanding of both the analysis and construction of texts that attempt to influence audiences.

Assessment Tasks
- an analytical response to a set text in written form
- a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text with a written explanation of decisions made in the writing process
- an analysis and comparison of the use of argument and persuasive language in texts
- a text intended to position an audience
- a comparative analytical response to set texts
- a persuasive text that presents an argument or viewpoint
- an analysis of the use of argument and persuasive language in text/s.

For additional information, please visit the link below to access the Study Design
**Key Skills Developed**

- Communication
- Planning and organising
- Teamwork
- Problem-solving
- Self-management
- Initiative and enterprise
- Technology
- Learning

**English Language**

**Subject Code: ENL**

Previous Years Materials & Resources Costs – guide only

Unit 1 & 2  $20.00
Unit 3 & 4  $20.00

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit.

**Unit 1**

Language and Communication

In this Unit, students explore the nature of language and the various functions language performs in a range of contexts. They focus on the developmental stages of child language acquisition.

**Unit 2**

Language Change

In this Unit, students examine the changes that have occurred in English over time. They consider the effects of the global spread of English by learning about both the development and decline of language as a result of English contact, the elevation of English as a global lingua franca and the cultural consequences of language contact.

**Unit 3**

Language Variation and Social Purpose

In this Unit, students consider the way speakers and writers choose from a repertoire of both formal and informal language to vary the style of their language to suit a particular social purpose.

**Unit 4**

Language Variation and Identity

In this Unit, students examine the range of language varieties that exist in contemporary Australian society and the contributions these varieties make to a construction of shared national identity. Students focus on the role of language in reflecting and constructing individual and group identities.
Assessment Tasks

- a folio of annotated texts
- an essay
- an investigative report
- an analysis of spoken and/or written text
- an analytical commentary
- a case study
- short-answer questions
- an analysis of data

For additional information, please visit the link below to access the Study Design

Key Skills Developed

- Communication
- Planning and organising
- Teamwork
- Problem-solving
- Self-management
- Initiative and enterprise
- Technology
- Learning

Literature

Subject Code: LIT
Previous Years Materials & Resources Costs – guide only
Unit 1 & 2 $20.00
Unit 3 & 4 $20.00

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts.

Unit 1
Approaches to Literature
In this Unit, students consider how language, structure and stylistic choices are used in different literary forms and types of text. Students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented.

Unit 2
Context and Connections
In this Unit, students focus on the interrelationships between the text, readers and their social and cultural contexts. Students focus on the ways that texts relate to and influence each other.
Unit 3
Form and Transformation
In this Unit, students focus on how the form of a text contributes to the meaning of the text. Students focus on the imaginative techniques used for creating and recreating a literary work.

Unit 4
Interpreting Texts
In this Unit, students focus on how different readings of texts may reflect the views and values of both writer and reader. Students focus on detailed scrutiny of the language, style, concerns and construction of texts.

Assessment Tasks
- an essay (comparative, interpretive, analytical or discursive)
- a debate
- a reading journal
- a close analysis of selected passages
- an original piece of writing responding to a text/s studied
- an oral or a written review
- a multimedia presentation
- participation in an online discussion
- performance and commentary.
- An analysis of how the form of a text influences meaning
- A creative response to a text
- A reflective commentary establishing connections with the original text
- A written interpretation of a text using two different perspectives to inform their response
- A written interpretation of a text, supported by close textual analysis
- A written interpretation of a different text from Task 1, support by close textual analysis

For additional information, please visit the link below to access the Study Design

Key Skills Developed
- Communication
- Planning and organising
- Teamwork
- Problem-solving
- Self-management
- Initiative and enterprise
- Technology
- Learning
Health and Physical Education Domain

For further information about subjects in the Health and Physical Education Domain, please contact:

**Domain Leader:** Mrs Kerry Gannon; Gannon.kerry.k@edumail.vic.gov.au

**Subjects Offered**
- Health and Human Development
- Outdoor and Environmental Studies
- Physical Education

**Career Pathways**

**Health and Human Development**
Health Promotion Officer, Health Education, Community Health Officer, Family and Community Support, Health Marketing, Health and Sport Public Relations, Health Policy Development, Nutritionist, Social Worker, Nursing, Teaching, Health Psychologist, Mental Health Nurse, Health Surveyor, Child care, Welfare, Drug and Alcohol Counsellor, Youth Worker

**Outdoor and Environmental Studies**
Environmental Management, Coastal and Park Management, National Parks and Wildlife Ranger, Teaching, Hospitality, Eco Communications, Ecotourism, Environmental Science, Outdoor Education and Camp Leader, Outdoor Adventure Leader, Conservation, Environmental Policy and Sustainability, Land Rehabilitation, Pollution Control

**Physical Education**
Sports Coaching, Sport Psychology, Sports Trainer, Sports Massage, Sports Management, Exercise Science, Biomechanist, Teaching, Fitness Instructor, Fitness Advisor, Police Officer, Armed Forces, Physiotherapy, Osteopathy, Paramedic, Nursing, Health Promotion
Health and Human Development

Subject Code: HHD

Previous Years Materials & Resources Costs – guide only

Unit 1 & 2 $20.00
Unit 3 & 4 $20.00

The study of Health and Human Development is based on the premise that health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. Health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximize global development potential.

The VCE Human Development study approaches the concept of ‘development’ as a continuum that begins with individual human development in Units 1 & 2, and progresses towards human development at a societal level in Unit 4. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

Unit 1
Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization’s (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

Unit 2
Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Unit 3
Australia’s health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right.
Unit 4

Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

Outcomes and Assessment Tasks

Suitable tasks for assessment in this unit may be selected from the following:

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis.

Key Skills Developed

Written report – Planning and organising (collecting, analysing and organising information).

Oral presentation – Communicating (sharing information, speaking clearly and directly). Planning and organising (collecting, analysing and organising information).

Visual presentation - Planning and organising (collecting, analysing and organising information).

Technology (having a range of basic IT skills; using IT to organise data)

For more information on VCE HHD, please access the study design as http://www.vcaa.vic.edu.au/Documents/vce/hhd/HealthHumDevSD-2018.pdf

Outdoor and Environmental Studies – OES

Subject Code: OES

Previous Years Materials & Resources Costs – guide only

Unit 1 & 2: $400 6 days (2 trips) - deposit of $400 to be paid in February of each year

Unit 3 & 4: $450 10 days (2 trips) - deposit of $450 to be paid in February of each year

At Kyabram P – 12 College, Units 1 and 2 are offered at Year 10 and Year 11, and Units 3 and 4 are offered in Year 11 and Year 12. It is advised that you fast track this subject however it is only suggested. Each unit carries a levy. In addition to this, Outdoor and Environmental Studies students must meet the cost of practical activities and trips.

Outdoor and Environmental Studies is a study of the ways humans interact with and relate to natural environments. Natural environments are understood to include environments that have minimum influence from humans, but they may also include environments that have been subject to human intervention. Ultimately, the study is directed towards enabling students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.
Please note:
Practical Applications of Knowledge and Skills (PAKS) field trips are compulsory and may require students to be involved in some of the following activities: bush walking, rock climbing, canoeing, cross country skiing, orienteering, surfing, cycling and ecological and naturalistic pursuits. The activities offered each year vary according to staff expertise, availability and cost.

Unit 1
Exploring outdoor experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments.

Unit 2
Discovering outdoor environments
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Unit 3
Relationships with outdoor environments
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Unit 4
Sustainable outdoor relationships
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population.

Outcomes and Assessment Tasks
The major assessment task for this unit is a journal or report demonstrating links between theoretical content studied and practical experiences undertaken. Additionally, at least one task for assessment of each outcome is to be selected from the following:

- a case study
- an oral presentation including the use of multimedia and podcasts
- data analysis
- structured questions
- written responses, including essays and web discussion forums.
Camps and Excursions

Unit 1&2

Torquay Surf Camp - February

Canoe Trip – October

Units 3&4

Wilsons Prom – March

Bogong Snow Camp – August

The College can provide basic equipment such as coats, over pants, stoves, tents and sleeping mats. Students will be required to have access to appropriate lace up, leather walking boots, polypropylene thermal underwear and a 3-season sleeping bag. Equipment is discussed early in Unit 1 so students have the knowledge required to obtain the correct equipment. Parents are also provided with detailed information about equipment and clothing.

Key Skills Developed

Case study analysis - Communication (writing to the needs of the audience; reading independently), Planning and organising (collecting, analysing and organising information), Problem solving (applying a range of strategies)

Data analysis - Communication (writing to the needs of the audience; reading independently), Planning and organising (collecting, analysing and organising information), Problem solving (applying a range of strategies), Technology (using IT to organise data)

Journal or report of outdoor experiences - Communication (writing to the needs of the audience) Problem solving (testing assumptions taking the context of data and circumstances into account; managing own learning), Planning and organising (collecting, analysing and organising information) Technology (using IT to organise data)

Oral presentation - Communication (writing to the needs of the audience; sharing information; speaking clearly and directly), Planning and organising (collecting, analysing and organising information)

Written report - Communication (writing to the needs of the audience), Planning and organising (collecting, analysing and organising information), Problem solving (applying a range of strategies to problem solving)

Multimedia presentation - Communication (sharing information; speaking clearly and directly), Planning and organising (collecting, analysing and organising information), Technology (having a range of basic IT skills; using IT to organise data; being willing to learn new IT skills)

Physical Education

Subject Code: PED

Previous Years Materials & Resources Costs – guide only

Unit 1 & 2 $37.00

Unit 3 & 4 $37.00

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and
examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

Unit 1
The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Unit 2
Physical activity, sport and society

This unit develops students’ understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups.

Unit 3
Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Unit 4
Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.
Outcomes and Assessment Tasks
For each unit, any of the following tasks can be used as assessment:

- a written report
- a practical laboratory report linking key knowledge and key skills to a practical activity or practical activities
- a case study analysis
- a data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
- a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation
- a physical simulation or model
- an oral presentation such as podcast, debate
- Structured questions.

Camps and Excursions
Local facilities will be accessed at times throughout the year.

Key Skills Developed
A folio of annotated texts - Communication (sharing information; writing to the needs of the audience), Self-management (evaluating and monitoring own performance), Learning (managing own learning; having enthusiasm for ongoing learning)

An essay - Communication (reading independently; writing to the needs of the audience), Planning and organising (collecting, analysing and organising information), Initiative and enterprise (generating a range of options; initiating innovative solutions; being creative), Learning (managing own learning; having enthusiasm for ongoing learning), Self-management (evaluating and monitoring own performance)

An investigative report - Communication (sharing information; writing to the needs of the audience; using numeracy), Planning and organising (collecting, analysing and organising information), Technology (using IT to organise data).

An analytical commentary - Communication (sharing information; writing to the needs of the audience; using numeracy), Planning and organising (collecting, analysing and organising information), Technology (using IT to organise data).

Short-answer questions - Communication (writing to the needs of the audience), Planning and organising (collecting, analysing and organising information), Learning (managing own learning).
Humanities Domain

For further information about subjects in the Humanities Domain, please contact:

*English Domain Leader:* Mrs. Katharine Corrin [corrin.katharine.a@edumail.vic.gov.au](mailto:corrin.katharine.a@edumail.vic.gov.au)

**Subjects Offered**
- Accounting
- Business Management
- Geography
- History
- Legal Studies

**Career Pathways**

**Business Studies**
- Treasurer
- Hotel manager
- Economist
- Copywriter
- Business Manager
- Bank officer
- Accountant

**Geography**
- Cartographer
- Civil engineer
- Demographer
- Ecologist
- Farm manager
- Farmer
- Geographer
- Navy officer
- Mine surveyor

**History**
- Political scientist
- Research officer
- Writer
- Lawyer
- Journalist
- Historian
- Editor
- Librarian
- Museum curator
Accounting

Subject Code: ACC

Previous Years Materials & Resources Costs – guide only

Unit 1 & 2 $20.00
Unit 3 & 4 $20.00

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

Unit 1
Role of accounting in business
In this Unit, students investigate the reasons for establishing a business and possible alternatives to operating a business. Students investigate the role of accounting in generating financial data and accounting information.

Unit 2
Accounting and decision-making for a trading business
In this Unit, students investigate the use of both the First-In, First-Out and Identified Cost inventory cost assignment methods to record and report the movement of inventory through the business. Students record and report transactions relating to accounts receivable and accounts payable. Students develop an understanding of the accounting process for non-current assets and the issues that can arise when determining a valuation for a non-current asset.

Unit 3
Financial accounting for a trading business
In this Unit, students focus on identifying and recording financial data for a business. Students develop their understanding of the accounting processes and complete those processes that are applicable to the end of a reporting period for a trading business.

Unit 4
Recording, reporting, budgeting and decision-making
In this Unit, students further develop their understanding of the recording and reporting of financial data in the General Journal and General Ledger by focusing on balance day adjustments and the alternative methods of depreciating for non-current depreciable assets. Students prepare and analyse budgeted accounting reports, both manually and using ICT, and suggest strategies to improve the performance of the business.

Assessment Tasks
- a folio of exercises (manual methods and ICT)
- structured questions (manual methods and ICT)
- an assignment including use of ICT
- a case study including use of ICT
- a classroom presentation including use of ICT
- a feasibility investigation of a business venture including use of ICT.
Key Skills Developed

- the ability to gather, organise, analyse and synthesise information
- working collaboratively
- analyse and evaluate
- appreciate a range of diverse viewpoints

Business Management

Subject Code: BUS

Previous Years Materials & Resources Costs – guide only

Unit 1 & 2 $20.00
Unit 3 & 4 $20.00

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

Unit 1
Planning a Business
In this Unit, students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. Students consider factors from the external environment and the effects these may have on the decisions made when planning a business. Students explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.

Unit 2
Establishing a business
In this Unit, students are introduced to the legal requirements and financial considerations that are vital to establishing a business. Students develop their understanding that marketing encompasses a wide range of management practices. Students examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness.

Unit 3
Managing a business
In this Unit, students are introduced to the key characteristics of businesses and their stakeholders. Students investigate essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure the business objectives are achieved. Students examine operations management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global environment.
Unit 4
Transforming a business
In this Unit, students develop their understanding of the need for change. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business. Students explore how businesses respond to evaluation data.

Assessment Tasks
- a case study analysis
- a business research report
- development of a business plan and/or feasibility study
- an interview and a report on contact with business
- a school-based, short-term business activity
- a business simulation exercise
- an essay
- a business survey and analysis
- a media analysis.

For additional information, please visit the link below to access the Study Design http://www.vcaa.vic.edu.au/Pages/vce/studies/busmngmnt/businessstindex.aspx

Key Skills Developed
- the ability to gather, organise, analyse and synthesise information
- working collaboratively
- analyse and evaluate
- appreciate a range of diverse viewpoints

Geography

Subject Code: GEO

Previous Years Materials & Resources Costs – guide only
Unit 1 & 2 $20.00
Unit 3 & 4 $20.00

Geography is the study of the world around us. Students of Geography develop an appreciation for natural and human environments and critique the ways in which they are managed on a local, regional, national and global scale.

Unit 1
Hazards and Disasters
In this Unit, students investigate a range of environmental hazards and disasters and their impact. Students explore the nature and effectiveness of specific responses to hazards and disasters.
Unit 2
Tourism
In this Unit, students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism. Students explore the environmental, economic and socio-cultural impacts of different types of tourism.

Unit 3
Changing the Land
In this Unit, students explore the processes and impacts of land use change. Students undertake an overview of global land cover and changes that have occurred over time.

Unit 4
Human Population – Trends and Issues
In this Unit, students undertake an overview of world population distribution and growth before investigating the dynamics of population change over time and space. Students undertake investigations into two significant population trends that have developed in different parts of the world.

Assessment Tasks
- a fieldwork report of approximately 1500–2000 words
- structured questions
- a case study
- a report
- a folio of exercises.
- analysis of geographic data

For additional information, please visit the link below to access the Study Design

Camps and Excursions
Various camps and excursions for data collection

Key Skills Developed
- Problem-solving
- Planning and organization
- Communication (written and oral)
- Use of ICT
- Initiative and enterprise (including teamwork)
- Self-management

History

Subject Code: HIS
Previous Years Materials & Resources Costs – guide only
Unit 1 & 2 $20.00
Unit 3 & 4 $20.00
History is the study of the past. Students of History investigate crucial events in the history of the world and assess their impact on our own lives. History students also investigate the study of history itself – looking into the way in which historical texts are constructed and developing strategies for critically appraising source material.

**Unit 1**

Twentieth Century History 1900-1945
In this Unit, students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. Students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period.

**Unit 2**

Twentieth Century History 1945-2000
In this Unit, students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. Students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000.

**Units 3 and 4**

Revolutions – Russia and China
In these Units, students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions. Students analyse the consequences of the revolution and evaluate the extent to which it brought change to society.

**Assessment Tasks**
- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay.

For additional information, please visit the link below to access the Study Design

**Camps and Excursions**
- Holocaust Museum, Melbourne

**Key Skills Developed**
- Problem-solving and self-discipline
- Planning and organisation
- Communication (written and oral) and teamwork
- Use of ICT
Legal Studies

Subject Code: LEG

Previous Years Materials & Resources Costs – guide only
Unit 1 & 2 $20.00
Unit 3 & 4 $20.00

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. Students examine the processes of law-making, dispute resolution and administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society.

Unit 1
Guilt and liability
In this Unit, students develop a foundational knowledge of laws and the Australian legal system. Students develop and understanding of key concepts in criminal law and types of crime, and investigate two criminal offences in detail. Students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail.

Unit 2
Sanctions, remedies and rights
In this Unit, students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, and the purposes and types of sanctions and approaches to sentencing. Students develop an appreciation of key concepts in the resolution of a civil case, including the methods used and institutions available to resolve disputes and the purposes and types of remedies. Students examine the ways in which rights are protected in Australia and compare this approach with that of another country.

Unit 3
Rights and justice
In this Unit, students explore the criminal justice system, its range of personnel and institutions and the various means it uses to determine a criminal case. Students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies.

Unit 4
The people and the law
In this Unit, students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament law-making. Students investigate factors that affect the ability of parliament and courts to make law.

Assessment Tasks
- a folio of exercises
- structured questions
- a classroom presentation
• a role-play
• a debate
• a report in written format
• a question-and-answer session
• an essay

For additional information, please visit the link below to access the Study Design

Camps and Excursions
• Loddon Prison, Castlemaine

Key Skills Developed
• Planning and organisation
• Teamwork and Communication
• Problem Solving
• Initiative
• ICT
Mathematics Domain

For further information about subjects in the Mathematics Domain, please contact:

*Domain Leader:* Mr Daniel Williams  *williams.daniel.d@edumail.vic.gov.au*

**Subjects Offered**

**Year 11**
- General Mathematics, Units 1 and 2
- Mathematical Methods, Units 1 and 2
- Specialist Mathematics, Units 1 and 2

**Year 12**
- Further Mathematics, Units 3 and 4
- Mathematical Methods, Units 3 and 4
- Specialist Mathematics, Units 3 and 4

**Career Pathways**
- General Mathematics / Further Mathematics
- Trades and apprenticeships
- Teacher: Primary, Secondary, EAL, Early childhood
- Nursing
- Statistical Analysis
- Financial Services

**Mathematical Methods**
- Science careers
- Engineering
- Teaching: Mathematics
- Computer Sciences
- ICT careers

**Specialist Mathematics**
- Science careers
- Engineering
- Teaching: Mathematics
- Computer Sciences
- ICT careers
General Mathematics Units 1 & 2 (year 11)
Further Mathematics Units 3 & 4 (year 12)

Subject Codes: General Maths: MGE
Subject Codes: Further Maths: MFE

Previous Years Materials & Resources Costs – guide only
Unit 1 & 2 $20.00
Unit 3 & 4 $20.00

All students are expected to purchase (or have) an approved CAS calculator for General Mathematics. It should be retained for Further Mathematics Units 3 and 4.

Unit 1
General Mathematics (Further) focuses on everyday maths applications. Students will use and apply number skills and technology. A significant statistical content will be studied, as well as applications to solve equations in practical applications, financial situations and shape and measurement.

Unit 2
Students will build on skills obtained from Unit 1 and continue to acquire skills in statistics, geometry and trigonometry. Further material will be drawn from the study of networks and matrices, with a reliance on CAS technology.

Unit 3
Further Mathematics is intended to provide a sound platform for life experiences involving financial and decision making maths. Unit 3 consists of core material of Data Analysis and Recursion and Financial Modelling,

Unit 4
Further Mathematics is intended to provide a sound platform for life experiences involving financial and decision making maths. Unit 3 consists a selection of two modules from Geometry and Trigonometry, Graphs and Relations, Matrices and Networks and Decision Mathematics.

Assessment Tasks

- General Mathematics
- DATA analysis tasks
- In class tests and assignments
- Exams
- Further Mathematics
- Data analysis task
- Recursion and Financial Modelling task
- Two tasks from the areas of Geometry and Trigonometry, Graphs and Relations, Matrices and Networks and Decision Mathematics.
- Exams
For additional information, please visit the link below to access the Study Design

Key Skills Developed
Technology skills
Data analysis
Financial mathematics skills

Mathematical Methods CAS

Subject Code: MME
Previous Years Materials & Resources Costs – guide only
Unit 1 & 2  $20.00
Unit 3 & 4  $20.00

All students in Mathematical Methods CAS Units 1 -4 are expected to purchase (or have) an approved CAS calculator.

Mathematical Methods Units 1 and 2 can be taken in combination with General Mathematics Units 1 and 2 in order to provide a sound mathematical platform for the study of Further Mathematics Units 3 and 4. Students wishing to study Specialist Maths in Year 12 should study BOTH Mathematical Methods

CAS Units 1 and 2 and Specialist Mathematics Units 1 and 2

Unit 1 and 2
Students are expected to have a sound background in algebra and linear relations. Students will study topics from Functions and graphs, Algebra, Calculus and Probability, and will build on previously acquired skills and knowledge from Year 10.

Unit 3 and 4
Students will undertake studies and analysis tasks in Coordinate Geometry, Circular (Trigonometric) Functions, Algebra, Calculus and Statistics and Probability, and will build on the skills and knowledge of Units 1 and 2.

Assessment Tasks
- Assignments
- Tests
- Modelling tasks
- Problem solving tasks
- Exams
For additional information, please visit the link below to access the Study Design

Key Skills Developed
- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

Specialist Mathematics CAS

Subject Code: MSP
Previous Years Materials & Resources Costs – guide only
Unit 1 & 2 $20.00
Unit 3 & 4 $20.00

Co-requisite: Mathematical Methods. That is, any student completing Specialist Mathematics at either level must complete Mathematical Methods at the same level.

All students in Specialist Maths are expected to purchase (or have) an approved CAS calculator.

Specialist Mathematics is designed to complement intended studies in Science, Engineering Mathematics and Computer Science.

Unit 1 and 2
This unit involves rigorous mathematical application and requires sound mathematical skills as well as the ability and willingness to acquire new algebraic and trigonometric skills to prepare for Specialist Maths Units 3 and 4. Material studied will be drawn from the following areas of study: Arithmetic and number, Geometry, measurement and trigonometry, Graphs of linear and non-linear relations, Algebra and structure, Transformations and matrices, discrete mathematics, Statistics. Students will continue to use and apply skills and knowledge from Year 10 as well as Mathematical Methods.

Unit 3 and 4
Students will undertake studies and analysis tasks from the following areas of study: Functions and graphs, Algebra, Calculus, Vectors, Mechanics and Statistics.

Assessment Tasks
- Assignments
- Tests
- Modelling tasks
- Problem solving tasks
- Mathematical investigations
- Exams
For additional information, please visit the link below to access the Study Design

Key Skills Developed

- Fractions and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and statistics
Science Domain

For further information about subjects in the Science Domain, please contact:

**Domain Leader:** Ms Bridget Curling: curling.bridget.bb@edumail.vic.gov.au

**Subjects offered:**
- Agriculture and Horticulture studies
- Biology
- Chemistry
- Environmental Science
- Physics
- Psychology

**Career Pathways**
- Agriculture and Horticulture
- Vet
- Zoologist
- Doctor
- Pharmacist
- Dentist
- Allied Health
- Nurse
- Laboratory Technician
- Education
- Psychologist
- Counsellor
- Astrophysicist
- Engineer
- Sports Scientist
- Environmental Scientist
- Forensics
- Aviation

**Key Skills Developed**
The following skills are a key focus of all of the Sciences:

Communication, Teamwork, Problem solving, Self-management, Planning and organising, Technology, Initiative and enterprise.

**Students work scientifically to:**
Develop aims and questions, formulate hypotheses and make predictions; Plan and undertake investigations; Comply with safety and ethical guidelines; Conduct investigations to collect and record data; Analyse and evaluate data, methods and scientific models; Draw evidence-based conclusions; Communicate and explain scientific ideas.
Agriculture and Horticulture Studies

Subject Code: AGH

Previous Years Materials & Resources Costs – guide only

Unit 1 & 2  $100.00 (includes practical activities and trips)
Unit 3 & 4  $100.00 (includes practical activities and trips)

Australia is reliant on its primary industries. The sustainable management of Australia's finite land and water resources is vital for the continued production and supply of food and fibre to local, national and global markets. VCE Agricultural and Horticultural Studies provides opportunities for students to experience and understand these primary industries.

Unit 1
Agriculture and Horticulture Operations

In this unit students study local agricultural and horticultural operations and the economic, social, environmental and historical factors that influence these operations. Students develop an understanding of how the biological and physical components of the environment and human resources influence the type of agribusinesses undertaken at particular locations. They consider the importance of using scientific methodology when investigating agricultural and horticultural systems.

Unit 2
Production

This unit focuses on plant and animal nutrition, and growth and reproduction and their relationships within agribusiness systems. Students analyse agricultural and/or horticultural production systems in terms of timelines for production, taking into account physical, biological, economic, social and environmental factors. They consider the impacts of climate extremes on plant and animal production and use a scientific approach to investigating aspects of production.

Unit 3
Technology, Innovation and Business design

In this unit technology refers to the equipment, management techniques and processes that can be used to maintain and/or enhance efficiency and effectiveness of agricultural and horticultural systems in order to achieve socially, economically and environmentally sustainable agricultural and horticultural systems. Students develop an understanding of the range of available equipment and processes that may be used in agricultural and horticultural businesses, including the current commonly used technologies and innovative technologies.

Unit 4
Sustainable Management

This unit focuses on the management of agricultural and horticultural systems within the context of economic, social and environmental sustainability. The unit takes a holistic ecological approach to issues associated with
land, plant and animal management. Students apply the principles and concepts of such an approach across a range of agricultural and horticultural situations.

Assessment Tasks
Assessment is undertaken in a range of ways, including:

Percentage contributions to the study score in Agricultural and Horticultural Studies are as follows:
- Unit 3 School-assessed Coursework: 33 per cent
- Unit 4 School-assessed Coursework: 33 per cent
- End-of-year examination: 34 per cent.

Further information regarding the VCE Agriculture and Horticulture study design can be found by utilising the following link:

Camps and Excursions
Visits to farms, site visits to learn about technology, alternative farming expo.

Biology

Subject Code: BIO

Previous Years Materials & Resources Costs – guide only

<table>
<thead>
<tr>
<th>Unit</th>
<th>Materials &amp; Resources Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 &amp; 2</td>
<td>$60.00</td>
</tr>
<tr>
<td>Unit 3 &amp; 4</td>
<td>$70.00</td>
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Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

Unit 1
How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment.

Unit 2
How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine
the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction.

Unit 3
How do cells maintain life?

The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. The convergence of cytology, genetics and biochemistry makes cell biology one of the most rapidly evolving disciplines in contemporary biology.

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

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

Assessment Tasks
Assessment is undertaken in a range of ways, including:

Research Tasks, Oral Presentations, Field Work, Practical Reports, Annotated Models, and Tests.

Percentage contributions to the study score in VCE Biology are as follows:

- Unit 3 School-assessed Coursework: 16 per cent
- Unit 4 School-assessed Coursework: 24 per cent
- End-of-year examination: 60 per cent.

Further information regarding the VCE Biology study design can be found utilising the following link:


Camps and Excursions
Students undertake a number of local and state-wide excursions such as to the Kyabram Fauna Park and to GTAC.
Chemistry

Subject Code: CHE

Previous Years Materials & Resources Costs – guide only

Unit 1 & 2 $60.00
Unit 3 & 4 $70.00

Prerequisites

Students enrolling in Chemistry Units 3 and 4 MUST have satisfactorily completed Chemistry Unit 2.

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

Unit 1

How can the diversity of materials be explained?

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

Unit 2

What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox.

Unit 3

How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations.
**Unit 4**

How are organic compounds categorised, analysed and used?

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

**Assessment Tasks**

Assessment is undertaken in a range of ways, including:

Research Tasks, Oral Presentations, Field Work, Practical Reports, Annotated Models, and Tests.

Percentage contributions to the study score in VCE Physics are as follows:

- Unit 3 School-assessed Coursework: 16 per cent
- Unit 4 School-assessed Coursework: 24 per cent
- End-of-year examination: 60 per cent.

Further information regarding the VCE Chemistry study design can be found utilising the following link:


**Camps and Excursions**

Students undertake excursions to specialist science centres, such as VSSEC, each year to gain experience with analytical instruments.

**Environmental Science**

*Subject Code: ENV*

Resource costs guide only

<table>
<thead>
<tr>
<th>Unit</th>
<th>Cost ($)</th>
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</thead>
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<tr>
<td>1&amp;2</td>
<td>80.00</td>
</tr>
<tr>
<td>3&amp;4</td>
<td>80.00</td>
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</tbody>
</table>

Environmental science is explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems. Earth is understood as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere and lithosphere. The study explores how the relationships between these systems produce environmental change over a variety of time scales. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change.
Unit 1
How are Earth’s systems connected?

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

Unit 2
How can pollution be managed?

In this unit students explore the concept of pollution and associated impacts on Earth’s four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants.

Unit 3
How can biodiversity and development be sustained?

In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

Unit 4
How can the impacts of human energy use be reduced?

In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

Assessment Tasks
Assessment is undertaken in a range of ways, including:
Research tasks, Field work, Practical reports, Annotated models, Tests and student investigations. Percentage contributions to the study score in VCE Environmental Science are as follows:

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 30 per cent
- End-of-year examination: 50 per cent
Further information regarding the VCE Environmental Science study design can be found utilising the following link:


**Camps and Excursions**

Students undertake a number of local and state-wide excursions such as to an off grid environmentally friendly designed house.

**Physics**

*Subject Code: PHY*

Previous Years Materials & Resources Costs guide only

<table>
<thead>
<tr>
<th>Unit</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>$20.00</td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>$20.00</td>
</tr>
</tbody>
</table>

**It is strongly recommended that:**

- Students studying Physics should also study Maths Methods
- Students complete Units 1 and 2 before attempting Units 3 and 4

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

**Unit 1**

What ideas explain the physical world?

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

**Unit 2**

What do experiments reveal about the physical world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.
Unit 3
How do fields explain motion and electricity?
In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators.

Unit 4
How can two contradictory models explain both light and matter?
In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter.

Assessment Tasks
Assessment is undertaken in a range of ways, including:
Research Tasks, Oral Presentations, Field Work, Practical Reports, Annotated Models, and Tests.
Percentage contributions to the study score in VCE Chemistry are as follows:
- Unit 3 School-assessed Coursework: 21 per cent
- Unit 4 School-assessed Coursework: 19 per cent
- End-of-year examination: 60 per cent.

Further information regarding the VCE Physics study design can be found utilising the following link:

Camps and Excursions
Students undertake an excursion to Luna Park to explore the laws of motion.

Psychology

Subject Code:  PSY
Previous Years Materials & Resources Costs – guide only

Unit 1 & 2  $20.00
Unit 3 & 4  $20.00
Unit 1
How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

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

A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

Unit 3
How does experience affect behaviour and mental processes?

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours.

Unit 4
How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder.

Assessment Tasks
Assessment is undertaken in a range of ways, including:

Research Tasks, Oral Presentations, Field Work, Practical Reports, Annotated Models, and Tests.

Percentage contributions to the study score in VCE Psychology are as follows:

- Unit 3 School-assessed Coursework: 16 per cent
- Unit 4 School-assessed Coursework: 24 per cent
- End-of-year examination: 60 per cent.
Further information regarding the VCE Psychology study design can be found utilising the following link:


**Camps and Excursions**

Students undertake a number of local and state-wide excursions such as to the Melbourne Zoo.
Technologies

For further information about subjects in the Technologies Domain, please contact:

Domain Leader: Mrs Bridget Curling curling.bridget.b@edumail.vic.gov.au

Subjects Offered

- Food Studies – Units 1 to 4
- Product Design and Technology – Units 1 to 4
- Systems Engineering – Units 1 to 4
- VET Automotive - Units 1 to 4 This can be a scored VCE course (refer the VET part of the booklet for further information)
- VET Building and Construction - Units 1 to 4 This can be a scored VCE course (refer the VET part of the booklet for further information)
- VET Engineering – Units 1 to 4 This can be a scored VCE course (refer the VET part of the booklet for further information)

Career Pathways

- Employability skills which are developed include: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology and Learning

- Food Studies: Food Technologist, Food Critic, Environmental Health Officer, Dietician, Consumer Scientist, Health Promotion Officer, Home Economist, Hospital Food Service Manager, Nutritionist, Winemaker, Caterer, Cook, Baker, Primary Products Inspector, Teacher, Food Processing technician, weight loss counsellor


Food Studies

Subject Code: FOO

There are costs associated with the practical classes. Students will be advised of this weekly.

In VCE Food Studies students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

Unit 1
Food Origins
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

Unit 2
Food makers
In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Unit 3
Food in Daily Life
This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies.

Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4
Food issues, challenges and futures
In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.
Assessment
Assessment is conducted in a range of ways including:

Practical activities, short written report, oral presentation, practical demonstration, video or podcast, annotated visual report, media analysis, research inquiry.

Unit 3 and 4 Assessment Overview
- School assessed coursework for Unit 3 contributes 30 per cent to the study score.
- School assessed coursework for Unit 4 contributes 30 per cent to the study score.
- The end of year examination contributes 40 per cent to the study score.

Further information
Can be obtained by visiting the VCCA website:

Product Design and Technology

Subject Code: PDT

In VCE Product Design and Technology, students design and make three-dimensional products using a range of construction materials. The range of materials that may be used include wood, metal, plastics and textiles.

Unit 1
Sustainable product redevelopment
This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability.

Unit 2
Collaborative Design
In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Unit 3
Applying the product design process
In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.
Unit 4

Product development and evaluation
In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

Assessment
Assessment is conducted in a range of ways including:
Design Folio, finished product and records of production and modifications, short written report including materials testing or trialling activities, oral presentation, practical demonstration, video or podcast, case study analysis, Structure annotated design brief, structured questions, or annotated visual report.

Unit 3 and 4 Assessment Overview
- School-assessed Task, in Unit 3 and 4, contributes 50 per cent of the study score.
- School assessed coursework for Unit 3 contributes 12 per cent to the study score.
- School assessed coursework for Unit 4 contributes 8 per cent to the study score.
- The end of year examination contributes 30 per cent to the study score.

Further information
Can be obtained by visiting the VCCA website:

Systems Engineering

Subject Code: SYS

VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which mediate and control many aspects of human experience. Integral to Systems Engineering is the identification and quantification of systems goals, the development of alternative system designs concepts, trial and error, design trade-offs, selection and implementation of the best design, testing and verifying that the system is well built and integrated, and evaluating how well the completed system meets the intended goals and reflect on the systems engineering process to create a satisfactory design outcome.

Unit 1

Mechanical systems
This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term ‘mechanical systems’ includes systems that utilise all forms of mechanical components and their linkages.

Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electrotechnological components.
Unit 2
Electrotechnology systems
In this unit students study fundamental electrotechnology engineering principles. The term ‘electrotechnological’ encompasses systems that include electrical/electronic circuitry including microelectronic circuitry.

While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes.

Unit 3
Integrated and controlled systems
In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Unit 4
Systems control
In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Assessment
Assessment is conducted in a range of ways including:

Documentation of the systems engineering process, multimedia or simulation presentation, electronic portfolio, a brochure, a poster, a written report, practical demonstration, production work, oral presentation.

Unit 3 and 4 Assessment Overview
- School-assessed Task, in Unit 3 and 4, contributes 50 per cent of the study score.
- School assessed coursework for Unit 3 contributes 10 per cent to the study score.
- School assessed coursework for Unit 4 contributes 10 per cent to the study score.
- The end of year examination contributes 30 per cent to the study score.

Further information
Can be obtained by visiting the VCCA website:
Victorian Certificate of Applied Learning (VCAL)

For further information about individual subjects or the course as a whole, please contact:

VCAL coordinator: Mr Mitch Coombs coombs.mitchell.j@edumail.vic.edu.au

Subject Code: VCAL1 & VCAL 2

Resource costs guide only

<table>
<thead>
<tr>
<th>Unit 1&amp;2</th>
<th>$60.00</th>
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</thead>
<tbody>
<tr>
<td>Unit 3&amp;4</td>
<td>$60.00</td>
</tr>
</tbody>
</table>

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

The VCAL curriculum is based on outcomes and competencies which are evidenced through projects and practical applications both at school and within industry training.

It offers opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes.

The program design has high relevance to personal strengths, develops resilience, confidence and self-worth, and strengthens connections with the community.

The VCAL curriculum is available at three levels – Foundation, Intermediate and Senior.

VCAL Levels

Foundation
At the foundation level, knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning.

Intermediate
At the Intermediate level, knowledge and employability skills development leads to independent learning, confidence and high levels of transferable skills.

Senior
At the Senior level, the knowledge and employability skills developed lead to a high level of interpersonal skills, independent action and a high ability to perform tasks that require decision-making and leadership.

Aims of the Qualification
The VCAL qualification aims to provide skills, knowledge and develop attitudes to enable students to make informed choices regarding pathways to work and further education.

The VCAL program pursues the development of knowledge and employability skills that help prepare the student for employment and for participation in the broader context of family, community and lifelong learning.
The development of knowledge and skills is targeted for each student so that they are able to make informed vocational choices within the specific industry sector and/or to facilitate pathways to further learning.

**Our College focus**

The Applied Learning students have diverse pathways which lead them in many directions, including into apprenticeships, retail jobs and positions with local employers, all of which, largely, have them contributing to the community. It is within this certificate that it is our hope to get the students better prepared for the workforce by giving them practical experiences, but also improving their work-related skills such as communication, team work, problem solving, initiative and enterprise, planning and organising, learning, self-management, the use of technology, independence, responsibility, handling money and leadership. By developing these skills we also hope to strengthen transferable life-skills so they can be successful in whatever their future brings.

To support this, we deliver the VCAL program in an integrated format. This means that students are meeting requirements for multiple subjects at any given time.

To enable success, students will be in ‘VCAL’ for every period of study, with the exception of any VCE or VET subjects they might undertake and Home Group.

**Structure**

Within their ‘VCAL’ time, students will be enrolled in the following subjects, with the option of work placement on one day.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy – Reading and Writing</td>
<td>Literacy – Reading and Writing</td>
</tr>
<tr>
<td>Literacy – Oracy</td>
<td>Literacy – Oracy</td>
</tr>
<tr>
<td>VCE Foundation Maths – Unit 1 (One semester only)</td>
<td>VCE Foundation Maths – Unit 1 (One semester only)</td>
</tr>
<tr>
<td>Personal Development Studies – Unit 1</td>
<td>Personal Development Studies – Unit 1</td>
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<tr>
<td>Personal Development Studies – Unit 2</td>
<td>Personal Development Studies – Unit 2</td>
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<tr>
<td>Work Related Skills – Unit 1</td>
<td>Work Related Skills – Unit 1</td>
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<tr>
<td>Work Related Skills – Unit 2</td>
<td>Work Related Skills – Unit 2</td>
</tr>
<tr>
<td>Structured Workplace Learning (by consultation)</td>
<td>Structured Workplace Learning (by consultation)</td>
</tr>
<tr>
<td>VET choice 1</td>
<td>VET choice 1</td>
</tr>
<tr>
<td>VET choice 2 (if applicable)</td>
<td>Skills for Further Study</td>
</tr>
<tr>
<td>VCE subject (by consultation)</td>
<td>VCE subject (by consultation)</td>
</tr>
</tbody>
</table>

There is the option to complete VCE subjects, by consultation.

An example timetable looks as follows;

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VET Building Construction</td>
<td>VCAL</td>
<td>VCAL</td>
<td>Work Placement</td>
<td>VET Building Construction</td>
</tr>
<tr>
<td>2</td>
<td>VCAL</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>VCAL</td>
<td>VCAL</td>
<td>VCAL</td>
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<td>VCAL</td>
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<tr>
<td>4</td>
<td>Lunch</td>
<td></td>
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<tr>
<td>5</td>
<td>VCAL</td>
<td>VCAL</td>
<td>VET Building Construction</td>
<td>VCAL</td>
<td></td>
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</tbody>
</table>
Literacy

The purpose of the VCAL Literacy Skills units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life.

Literacy (reading, writing, speaking and listening) occurs in all these contexts and different domains or areas of literacy practice correspond with these social contexts.

<table>
<thead>
<tr>
<th>Social context</th>
<th>Corresponding reading and writing domain</th>
<th>Corresponding oral communication domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family and social life</td>
<td>Literacy for self-expression, which focuses on aspects of personal and family life, and the cultures that shape these.</td>
<td>Oracy for self-expression, which focuses on spoken interaction involving exploring story and life experiences and the culture in which these are staged.</td>
</tr>
<tr>
<td>Workplace and institutional settings</td>
<td>Literacy for practical purposes, which focuses on forms of communication used in workplace and institutional settings and in the communication with such organisations.</td>
<td>Oracy for practical purposes, which focuses on spoken interactions involving giving support, advice or expertise.</td>
</tr>
<tr>
<td>Education and training contexts</td>
<td>Literacy for knowledge, which focuses on sociological, scientific, technological, historical and mechanical theories and concepts relevant to education and training.</td>
<td>Oracy for knowledge, which focuses on spoken interactions involving presentations of information principles, explanations and theories.</td>
</tr>
<tr>
<td>Community and civic life</td>
<td>Literacy for public debate, which focuses on matters of public concern, and the forms of argument, reason and criticism used in the public arena.</td>
<td>Oracy for problem solving and exploring issues, which focuses on spoken interactions involving giving opinions, evidence and information.</td>
</tr>
</tbody>
</table>

Reading and Writing Unit
For people to participate effectively in the four social contexts they need to have competence in the four reading and writing domains: Literacy for self-expression, Literacy for practical purposes, Literacy for knowledge and Literacy for public debate. Neither the social contexts nor the domains are autonomous; they overlap and each social context and domain contains traces of the other domains.

Oracy Unit
The oral communication units are designed to provide participants with knowledge, understanding and skills in spoken communication for different social purposes. The units reflect the theory that language use varies
depending upon the social context and purpose of the interaction and uses this as its main organising principle. In the oral communication units, the domains provide a framework by which learners can become aware of genres, social contexts and areas of social practices in which they operate.

**Foundation Mathematics – Unit 1 (Year 11 only) and Unit 2 (Year 12 only)**

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are ‘Space, shape and design’, ‘Patterns and number’, ‘Data’ and ‘Measurement’.

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

**Area of Study 1**

**Space, shape and design**

In this area of study students cover the geometric properties of lines and curves, and shapes and objects, and their graphical and diagrammatic representations with attention to scale and drawing conventions used in domestic, societal, industrial and commercial plans, maps and diagrams.

This area of study includes:

- geometric conventions and properties of shapes and objects
- interpretation and use of plans, elevations, maps, models and diagrams
- application and use of similarity and symmetry
- enlargement and reduction of diagrams and models
- interpretation and use of location, distance, direction and scale on diagrams, maps and plans
- application of Pythagoras’ theorem in practical situations.

**Area of Study 2**

**Patterns and number**

In this area of study students cover estimation, the use and application of different forms of numbers and calculations, and the representation of patterns and generalisations in number including formulas and other algebraic expressions in everyday contexts.

This area of study includes:

- application of integers, decimals, fractions, ratios, proportions, percentages and rates to solve practical problems
- estimation, approximation and reasonableness of results
- use and interpretation of formulas and algebraic expressions to describe relationships between variables and to model patterns
- manipulation and solution of expressions and equations to solve problems including predicting a required quantity or finding a break-even point.
Area of Study 3
Data
In this area of study students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries.

This area of study includes:

- features, conventions and terminology used when representing information in diagrammatic, graphical and tabular forms
- collection and representation of data in diagrammatic, tabular and graphical forms
- interpretation of diagrams, charts, tables and graphs
- use of measures of central tendency (averages) and spread to summarise and interpret data
- comparison and interpretation of data sets.

Area of Study 4
Measurement
In this area of study students cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy.

This area of study includes:

- application and use of metric units and measures, including derived measures
- interpretation of scales on digital and analogue instruments
- solution of personal, societal and workplace problems involving metric measurement with consideration of error, required accuracy and tolerances
- estimation and approximation strategies
- interpretation and use of time and duration including time and date specifications, conventions, schedules, timetables and time zones.

Personal Development Studies – Unit 1 and 2

Personal Development Studies Unit 1
Unit 1 focuses on the development of appropriate knowledge, skills and attributes in relation to:

- self
- personal organisation and planning skills
- problem solving and interpersonal skills.

This can be achieved through participation in activities related to person, health and wellbeing, educational, social or family experiences of a practical nature.

Personal Development Studies Unit 2
Unit 2 focuses on the development of appropriate knowledge, skills and attributes in relation to:

- community engagement
- social awareness
interpersonal skills
planning and organisational skills.

Purpose
The purpose of the Personal Development Skills (PDS) strand is to develop knowledge, skills and attributes that lead towards:

- the development of self
- social responsibility
- building community
- civic and civil responsibility, e.g. through volunteering and working for the benefit of others
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society.

Rationale
The PDS units have been developed to recognise learning that is valued within the community but is not recognised within other qualifications. The units enable students to develop personal development skills through participation in locally developed curriculum.

Work Related Skills – Unit 1 and 2

Work Related Skills Unit 1
Work Related Skills Unit 1 at each VCAL level is designed to achieve learning outcomes important for OHS and the development of career goals.

Work Related Skills Unit 2
Work Related Skills Unit 2 at each VCAL level is designed to achieve learning outcomes important for work-related skills, employability skills and career goals.

Purpose
The purpose of the Work Related Skills (WRS) strand is to develop employability skills, knowledge and attributes valued within the community and work environments as a preparation for employment.

Aims
The Work Related Skills units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop OHS awareness
- develop and apply transferable skills for work related contexts.
Employability skills
Employability skills contain key personal attributes and skills that are important for young people (entry-level employees) entering the workforce and for existing employees in a global and knowledge economy.

The key employability skills include:

- communication
- team work
- problem solving
- initiative and enterprise
- planning and organising
- learning
- self-management
- technology

Skills for Further Study (Year 12 only)

Rationale
The Skills for Further Study unit is consistent with the aims of VCAL – the development of knowledge and skills that assist the individual to make informed vocational choices within specific industry sectors and/or to facilitate pathways to further learning.

Unit purpose
The purpose of this unit is to enable students to develop knowledge and skills for further study that will prepare and assist them to pursue diverse and higher level education and training pathways in a range of settings.

The unit focuses on developing:

- time-management skills
- strategies for learning
- research skills
- a pathway plan
- portfolios and applications.

Aim
The Skills for Further Study unit aims to develop knowledge and skills in the following areas:

- time management
- strategies for learning
- research and citing sources
- pathway planning
- preparation of a portfolio
- oral presentations.

Summary of learning outcomes
- Organise personal and work priorities to ensure study/work objectives are met.
- Develop and implement strategies for learning.
• Demonstrate an appropriate range of research skills (minimum of four) for a variety of purposes relevant to a chosen field of study.
• Develop a pathway plan, and consider alternative pathways, for further study/training.
• Prepare a portfolio and/or application for entrance to a higher education/training institution or employment.
• Prepare, plan and deliver a sustained oral presentation to an appropriate audience/peers on issues, ideas or concepts relevant to further study.

**Structured Workplace Learning**

Structured workplace learning (SWL) provides an opportunity for students to apply the skills and knowledge they have learnt in their VET program within an appropriately matched work place. The learning experiences help students to relate the theoretical information to a real world work context and develop their employability skills.

Structured workplace learning recognition (SWLR) involves the development and maintenance of the workplace learning record (WLR).

This means that students with receive a ‘unit’ which will count towards their studies for 80 hours of workplace learning.

**VET (Vocational Education and Training) Subjects**

At Kyabram P-12 College, students enrolled in VCAL have the opportunity to undertake a VET qualification as part of their course. Information about the VET subjects offered at Kyabram P-12 College can be found in the VET section of this course booklet. Those completed at Goulburn Ovens TAFE can be found in the GO TAFE information booklets provided to our school.
For further information about the subjects offered in this domain, please contact

**Domain Leader:** Mrs Louise Mellington; mellington.louise.j@edumail.vic.gov.au

### Subjects Offered

<table>
<thead>
<tr>
<th>VCE / VET Program offered at Kyabram P-12</th>
<th>Certificate code and title</th>
<th>Study score available</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Studies</td>
<td>ACM20110 Certificate II in Animal Studies</td>
<td>No</td>
<td>Goulburn Ovens Institute of TAFE</td>
</tr>
<tr>
<td>Automotive</td>
<td>AUR20716 Certificate II in Automotive Vocational</td>
<td>No</td>
<td>Kyabram P-12 College</td>
</tr>
<tr>
<td>Agriculture</td>
<td>AHC20110 Certificate II in Agriculture</td>
<td>No</td>
<td>Goulburn Ovens Institute of TAFE</td>
</tr>
<tr>
<td>Beauty</td>
<td>SHB30115 Certificate III in Beauty Services</td>
<td>No</td>
<td>Goulburn Ovens Institute of TAFE</td>
</tr>
<tr>
<td>Building and Construction</td>
<td>22338VIC Certificate II in Building and Construction (pre-apprenticeship) (partial completion)</td>
<td>No</td>
<td>Kyabram P-12 College</td>
</tr>
<tr>
<td>Community Services</td>
<td>CHC22015 Certificate II in Community Services</td>
<td>Yes</td>
<td>Goulburn Ovens Institute of TAFE</td>
</tr>
<tr>
<td>Design</td>
<td>CUA30715 Certificate III in Design Fundamentals</td>
<td>No</td>
<td>Goulburn Ovens Institute of TAFE</td>
</tr>
<tr>
<td>Electrical</td>
<td>UEE22011 Certificate II in Electro technology (Career Start)</td>
<td>No</td>
<td>Goulburn Ovens Institute of TAFE</td>
</tr>
<tr>
<td>Engineering</td>
<td>22470VIC Certificate II in Engineering Studies</td>
<td>Yes</td>
<td>Kyabram P-12 College</td>
</tr>
<tr>
<td>Equine Industry</td>
<td>22246VIC Certificate II in Equine Industry</td>
<td>Yes</td>
<td>Goulburn Ovens Institute of TAFE</td>
</tr>
<tr>
<td>Events</td>
<td>SIT30516 Certificate III in Events</td>
<td>No</td>
<td>Goulburn Ovens Institute of TAFE</td>
</tr>
<tr>
<td>Furniture Making</td>
<td>MSF20313 Certificate II in Furniture Making</td>
<td>Yes</td>
<td>Goulburn Ovens Institute of TAFE</td>
</tr>
<tr>
<td>Subject Code</td>
<td>Subject Name</td>
<td>Block Credit</td>
<td>Provider</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>SHB20216 Certificate II in Salon Assistant</td>
<td>No</td>
<td>Goulburn Ovens Institute of TAFE</td>
</tr>
<tr>
<td>Health</td>
<td>HLT33115/HLT33015 Certificate II in Health Services Assistance &amp; Certificate III in Allied Health Assistance</td>
<td>No</td>
<td>Goulburn Ovens Institute of TAFE</td>
</tr>
<tr>
<td>Horticulture</td>
<td>AHC20416 Certificate II in Horticulture</td>
<td>No</td>
<td>Goulburn Ovens Institute of TAFE</td>
</tr>
<tr>
<td>Hospitality</td>
<td>SIT20416 Certificate II in Kitchen Operations</td>
<td>Yes</td>
<td>Goulburn Ovens Institute of TAFE</td>
</tr>
<tr>
<td>Information</td>
<td>ICT30115 Certificate III in Information, Digital Media and Technology (partial completion)</td>
<td>Yes</td>
<td>Kyabram P-12 College</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactive Digital Media</td>
<td>CUF30107 Certificate III in Media</td>
<td>Yes</td>
<td>Goulburn Ovens Institute of TAFE</td>
</tr>
<tr>
<td>Music</td>
<td>CUS30209 Certificate III in Technical Production</td>
<td>Yes</td>
<td>College of Sound and Music Production</td>
</tr>
<tr>
<td>Plumbing</td>
<td>22304VIC Certificate II in Plumbing (pre-apprenticeship)</td>
<td>No</td>
<td>Goulburn Ovens Institute of TAFE</td>
</tr>
<tr>
<td>Sport &amp; Recreation</td>
<td>SIS30115 Certificate III in Sport and Recreation</td>
<td>Yes</td>
<td>Goulburn Ovens Institute of TAFE</td>
</tr>
</tbody>
</table>

There are several other National Training Certificates offered to students at Kyabram P-12 College, these VET or FE (Further Education) programs, outside the suite of VCAA designed programs, may offer Block Credit Recognition towards the VCE and nominal hour credit towards the VCAL. Further information about Block Credit Recognition can be found on the [VCAA website](https://www.vcaa.vic.edu.au/).

If there are other areas which may be of interest to you, please see Mrs Louise Mellington or Mrs Donna Campbell at the Secondary Campus.

**VCE VET Automotive**

**AUR20716 Certificate II in Automotive Vocational**

**Subject Code:** VAU

Previous Years Materials & Resources Costs – guide only

<table>
<thead>
<tr>
<th>Unit</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>$200.00</td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>$200.00</td>
</tr>
</tbody>
</table>
Delivered within the Kyabram P-12 College timetable.

VCE Credit:

Students who complete AUR20716 Certificate II in Automotive Vocational will be eligible for four units credit towards their VCE: two units at Units 1 and 2, and a Units 3 and 4 sequence.

Description

The Certificate II in Automotive Vocational consists of:

- two core units of competence
- elective units of competence

It is undertaken over a two year period. On successful completion of this program students are eligible for the award of AUR20716 Certificate II in Automotive Vocational.

<table>
<thead>
<tr>
<th>AUR20716 Certificate II in Automotive Vocational</th>
<th>Compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Unit of competence title</td>
</tr>
<tr>
<td>AURAEA002</td>
<td>Follow environmental and sustainability best practice in an automotive</td>
</tr>
<tr>
<td>AURAF003</td>
<td>Communicate effectively in an automotive workplace</td>
</tr>
<tr>
<td>AURAF004</td>
<td>Resolve routine problems in an automotive workplace practice in an</td>
</tr>
<tr>
<td>AURAS002</td>
<td>Follow safe working practices in an automotive</td>
</tr>
<tr>
<td>AURETR003</td>
<td>Identify automotive electrical systems and components</td>
</tr>
<tr>
<td>AUARLTA001</td>
<td>Identify automotive mechanical systems and component</td>
</tr>
<tr>
<td>AURTTK002</td>
<td>Use and maintain tools and equipment in an automotive workplace</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURETR015</td>
</tr>
<tr>
<td>AURETR046</td>
</tr>
<tr>
<td>AURETR047</td>
</tr>
<tr>
<td>AURT7J003</td>
</tr>
<tr>
<td>AURT7A027</td>
</tr>
<tr>
<td>AURT7B007</td>
</tr>
<tr>
<td>AURT7T009</td>
</tr>
<tr>
<td>AURT7W010</td>
</tr>
</tbody>
</table>

Career opportunities

The two year program of Certificate II in Automotive Vocational 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.

Automotive apprenticeships are available in four industry specific strands. These are electrical, mechanical, mechanics and vehicle body. Each strand has individual occupational streams and their own specialist qualifications. For example, mechanical – diesel fitter, heavy vehicle road transport, motorcycle.

ATAR Contribution

Students who receive a Units 3 and 4 sequence for AUR20716 Certificate II in Automotive Vocational will be eligible for a 10% increment towards their ATAR (10% of the average of the primary four scaled studies).
Work Placement

This program includes the opportunity for work placement (Structured Workplace Learning- SWL)

Related Subjects you could include in your course:

- Product Design and Technology
- Systems Engineering – Mechanical / Electrical / Electronic
- Industry and Enterprise
- Mathematics

Useful Links


VCE VET Building and Construction

22338VIC Certificate II in Building and Construction - Pre-apprenticeship (Partial completion)

**Subject Code:** VBC

Previous Year's Materials & Resources Costs – guide only

<table>
<thead>
<tr>
<th>Unit</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>$200.00</td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>$200.00</td>
</tr>
</tbody>
</table>

**Provider:**

Kyabram P-12 College

RTO: 22264

This course is delivered within the Kyabram P-12 College timetable.

**VCE Credit:**

Up to four units: Two units at Units 1 and 2, and a Units 3 and 4 sequence.

**Description**

The Carpentry stream of this pre-apprenticeship program is offered at Kyabram P-12 College. It consists of thirteen core modules and eleven Carpentry specific modules. On completion of this program, students will have gained partial completion of the 22338VIC Certificate II in Building and Construction Pre-apprenticeship.

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Code</th>
<th>Unit of Competence Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CPCCCM1012A</td>
<td>Work effectively and sustainably in the construction industry</td>
</tr>
<tr>
<td></td>
<td>CPCCCM1014A</td>
<td>Conduct workplace communication</td>
</tr>
<tr>
<td></td>
<td>CPCCCM1015A</td>
<td>Carry out measurements and calculations</td>
</tr>
<tr>
<td></td>
<td>CPCCCM2006</td>
<td>Apply basic levelling procedures</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>CPCCOHS2001A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
<td></td>
</tr>
<tr>
<td>CPCCWHS1001</td>
<td>Prepare to work safely in the construction industry</td>
<td></td>
</tr>
<tr>
<td>VU22014</td>
<td>Prepare for work in the building and construction industry</td>
<td></td>
</tr>
<tr>
<td>VU22015</td>
<td>Interpret and apply basic plans and drawings</td>
<td></td>
</tr>
<tr>
<td>VU22016</td>
<td>Erect and safely use working platforms</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VU22022</td>
<td>Identify and handle carpentry tools and equipment</td>
</tr>
<tr>
<td>VU22023</td>
<td>Perform basic setting out</td>
</tr>
<tr>
<td>VU22024</td>
<td>Construct basic sub floor</td>
</tr>
<tr>
<td>VU22025</td>
<td>Construct basic wall frames</td>
</tr>
<tr>
<td>VU22026</td>
<td>Construct a basic roof frame</td>
</tr>
<tr>
<td>VU22027</td>
<td>Install basic external cladding</td>
</tr>
<tr>
<td>VU22028</td>
<td>Install basic window and door frames</td>
</tr>
<tr>
<td>VU22029</td>
<td>Install interior fixings</td>
</tr>
<tr>
<td>VU22030</td>
<td>Carry out basic demolition of timber structures</td>
</tr>
<tr>
<td>VU22031</td>
<td>Construct basic formwork for concreting</td>
</tr>
</tbody>
</table>

**Career opportunities:**

Upon successful completion the training undertaken may give you a head start to gaining an apprenticeship in the Building and Construction industry.

Trade qualifications are available, through apprenticeship, in General Construction: Painting and Decorating, Bricklaying/ Blocklaying or Carpentry – Framework/Formwork/Finishing and this pre-apprenticeship course could be recognised as partial completion within these courses.

**ATAR Contribution**

Students who receive a Units 3 and 4 sequence for the VCE VET Building and Construction program will be eligible for a 10% increment towards their ATAR (10% of the average of the primary four scaled studies).

**Work Placement**

This program provides the opportunity to complete Work Placement (Structured Workplace Learning- SWL).

**Related Subjects you could include in your course:**

- Product Design and Technology
- Industry and Enterprise
- Mathematics
- Visual Communication and Design

**Useful Links**

VCE VET Engineering

22470VIC – Certificate II in Engineering Studies

Subject Code: VEN

Previous Year’s Materials & Resources Costs – guide only

Unit 1 & 2 $200.00
Unit 3 & 4 $200.00

Provider:
Kyabram P-12 College RTO: 22264
This course is delivered within the Kyabram P-12 College timetable.

VCE Credit:
Students who complete the two year program, 22470VIC Certificate II in Engineering Studies, are eligible for four unit’s credit towards their VCE: Two units at Units 1 and 2 and a Units 3 and 4 sequence.

Description
Certificate II in Engineering Studies provides students with the practical skills and theoretical knowledge to undertake an apprenticeship in the engineering trades. The two year program consists of a total of 11 Units of Competence: 7 core units and four elective units.

Program structure:

<table>
<thead>
<tr>
<th>22470VIC Certificate II in Engineering Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory Units</strong></td>
</tr>
<tr>
<td><strong>Code</strong></td>
</tr>
<tr>
<td>MEM13014A</td>
</tr>
<tr>
<td>MEM18001C</td>
</tr>
<tr>
<td>VU22329</td>
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<tr>
<td>VU22330</td>
</tr>
<tr>
<td>VU22331</td>
</tr>
<tr>
<td>VU22332</td>
</tr>
<tr>
<td>MEMPE006A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM18002B</td>
</tr>
<tr>
<td>VU22334</td>
</tr>
<tr>
<td>VU22336</td>
</tr>
<tr>
<td>VU22337</td>
</tr>
</tbody>
</table>
Career opportunities:
Certificate II in Engineering Studies prepares students for an engineering apprenticeship which, upon completion, can lead into a range of careers in the engineering and manufacturing industries. These include roles in conception, design, manufacture, assembly, installation, repair, replacement, packaging and sales of a wide range of products. As a qualified tradesperson occupations may include: boiler maker, welder, tool/die maker, hydraulics/avionics/mechanical technician, draftsperson, mechanical fitter.

ATAR Contribution
Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Engineering Studies must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

Work Placement
This program includes the possibility to complete work placement (Structured Workplace Learning- SWL). It is strongly recommended that students undertake a minimum of 80 hours structured workplace learning. It is a key feature of the course and aspects of training in the workplace can contribute to assessment. Students are able to practise skills gained in a ‘real work situation’ and put into practice the social skills necessary to be an effective member of an engineering team.

Useful Links