GEELONG
LUTHERAN
COLLEGE

SENIOR PATHWAYS 2020

SENIOR PATHWAYS

Geelong Lutheran College offers students two pathways for their senior years of schooling.

VCE – Victorian Certificate of Education
and
VCAL – Victorian Certificate of Applied Learning

Students select one of these pathways as their primary enrolment, but may undertake and receive credit for subjects associated with the alternative pathway as part of their senior studies.

VET (Vocational Education & Training) Certificates and School-based Apprenticeships/Traineeships can be undertaken as part of either a VCE or VCAL senior pathway.

WHAT'S THE DIFFERENCE?

VCE PRIMARY ENROLMENT

The Victorian Certificate of Education (VCE) is a certificate that recognizes the successful completion of secondary education. Students may choose from over 45 studies (subjects) when completing their course. Each school determines which of these studies they will offer. The VCE provides pathways to further study at University, Technical and Further Education (TAFE) and to the world of work.

- See Part A for further information
- See Appendix One for studies offered for selection at GLC

VCAL PRIMARY ENROLMENT

The Victorian Certificate of Applied Learning (VCAL) is a recognised senior secondary qualification. It provides practical work-related experience as well as literacy and numeracy skills, and the opportunity to build personal skills that are important for life and work. The VCAL provides pathways to training at a TAFE institute, starting an apprenticeship or getting a job after completing school. It generally does NOT provide students with the opportunity to achieve an ATAR score; which is generally a requirement for University studies.

- See Part B for further information
- See Appendix Two for studies involved in the VCAL program at GLC and details of VCE studies that may be incorporated into the VCAL.

As part of their VCE or VCAL studies, students may elect to undertake one of the following options as part of their program:

- VET (Vocational Education & Training) Certificates, or
- School-based Apprenticeships/Traineeships

VET

VET stands for Vocational Education and Training. It provides the students with the opportunity to develop industry specific skills at training institutes as part of their secondary schooling. If the course is completed, a VET certificate serves as an additional qualification. VET certificates are included and recognized as part of either a VCE or VCAL certificate.

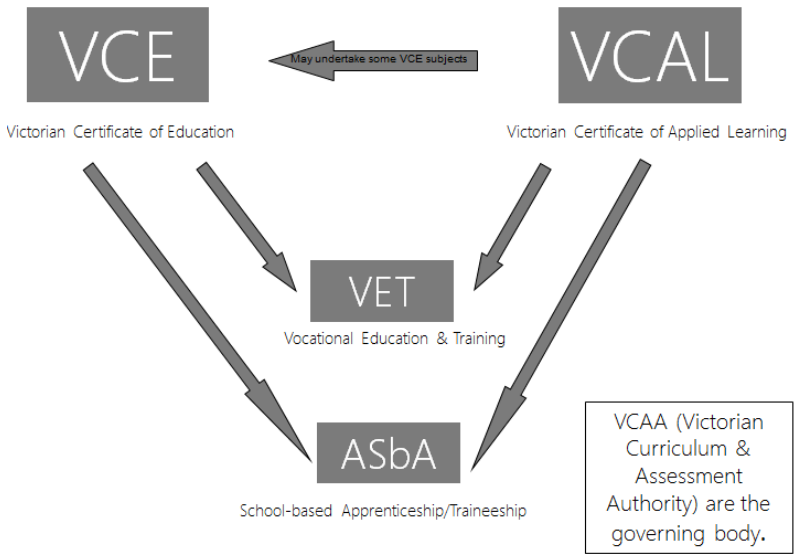
- See Part B for further information
- See Appendix Three for a listing of the VET courses offered in the Geelong area in 2020.

SCHOOL-BASED APPRENTICESHIPS/TRAINEESHIPS

School-based Apprenticeships and Traineeships (SbAT's) enable students to earn a qualification and be involved in paid work as a part of and whilst completing their secondary schooling. Students can undertake these as part of their VCAL or VCE certificates and they generally provide the same contribution to the VCE/VCAL as their related VET in the VCE programs.

- See Part C for further information

SUMMARY OF PATHWAYS IN 2020



PART A: VCE PRIMARY ENROLMENT

Each VCE study (subject) is made up of units that are a semester in length. Units 1 & 2 are generally taken in Year 11 and Units 3 & 4 in Year 12.

At GLC, students MAY undertake ONE VCE or VET subject in Year 10 for completion in Year 11. This generally provides them with the opportunity to have 3 study periods in Year 12 and a full quota of 6 subject to contribute to the ATAR.

Units 1 and 2 of each study can be taken as single units – that is, you can complete only Unit 1 or only Unit 2 of the study. Units 3 and 4 must be taken as a sequence of two units.

Most subjects do not have prerequisite requirements, i.e. You CAN take Unit 3 & 4 of a subject even if you have not completed the Unit 1 and/or 2 of that subject in the previous year. For some subjects, it is highly recommended that students complete both Units 1 & 2, OR alternatively do some background study prior to undertaking Units 3 & 4.

A VCE program will generally consist of 24 units taken over two years (i.e. 6 subjects).

VCE Sample Grid 1 showing acceleration in Year 10
This student meets the English requirement for the VCE and an ATAR and graduates with 24 VCE units (6 x Unit 3/4 sequences). This student has a single study line in Year 12.

Subject Name and Subject Line Numbers		Year 10		Year 11		Year 12	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
1	VCE English			Unit 1	Unit 2	Unit 3	Unit 4
2	VCE Maths Methods			Unit 1	Unit 2	Unit 3	Unit 4
3	VCE Health & Hum. Develop.	Unit 1	Unit 2	Unit 3	Unit 4		
4	VCE Legal Studies			Unit 1			
	VCE History				Unit 2	Unit 3	Unit 4
5	VCE Biology			Unit 1	Unit 2	Unit 3	Unit 4
6	VCE Chemistry			Unit 1	Unit 2	Unit 3	Unit 4

VCE Sample Grid 2

This student meets the English requirement for the VCE and an ATAR and graduates with 22 VCE units (5 x Unit 3 / 4 sequences). This student has a single study line in Year 12.

SUBJECT	YEAR 10		YEAR 11		YEAR 12	
	SEM 1	SEM 2	SEM 1	SEM 2	SEM 1	SEM 2
English			Unit 1	Unit 2	Unit 3	Unit 4
Maths Methods			Unit 1	Unit 2	Unit 3	Unit 4
Biology			Unit 1	Unit 2	Unit 3	Unit 4
Health and HD	Unit 1	Unit 2	Unit 3	Unit 4		
Legal Studies			Unit 1			
History				Unit 2	Unit 3	Unit 4
VET Allied Health			Unit 1	Unit 2	Unit 3	Unit 4

When making subject choices students should consider studies that:

- interest them
- they are good at
- lead to employment that they find appealing
- prepare them for further training or tertiary courses which they are considering

A list of the VCE subjects that will be offered for selection for 2020 in Appendix One. The final VCE grid will depend on levels of student interest for a subject, staffing and timetabling constraints.

In consultation with the Senior School Coordinator, students may be able to undertake study outside the College if we are unable to provide a particular study in which they are interested. This will generally be done through Distance Education.

REQUIREMENTS FOR ATTAINING A VCE CERTIFICATE

To obtain their VCE certificate, students must satisfactorily complete **at least 16 units**, including **4 units from the English group** and three pairs of units at 3/4 level for studies other than English (this may include VET studies).

The College will provide advice to ensure that students are undertaking the right number of units and the right combination of units to graduate with their VCE.

Some students will complete the VCE with the sole objective of attaining their VCE certificate. Other students will be aiming for an ATAR (Australian Tertiary Admission Rank) score to provide them with the opportunity of attaining a university placement.

THE BASICS OF THE 'ATAR' SCORE CALCULATION:

If students obtain an 'S' (satisfactory) result and complete all of the graded assessment for a Unit 3/4 sequence in any VCE study, they are eligible for a 'study score' which is a result out of 50. These study scores are then scaled to become ATAR subject scores. The scaling will depend on the subject and the performance of students in that subject for the year.

The ATAR requires satisfactory completion of a Unit 3/4 sequence from the English group of studies. To calculate an ATAR, the score for the English study plus the subject scores for the next best 3 subjects are considered as the 'Primary 4' and their results contribute fully to the ATAR. The subject score of the 5th and 6th subjects, if available, make a minor contribution to the ATAR score.

These scores are added together and undergo a mathematical calculation to be ranked against other students in the state for an ATAR score. The top ATAR score possible is 99.95 with this score then going down by 0.05 increments.

VET CONTRIBUTION TO THE VCE CERTIFICATE:

See Part C for information about VET course contributions to the VCE certificate and ATAR.

PART B: VCAL PRIMARY ENROLMENT

VCAL is based around the concept of 'applied learning' and it aims to harness students' passions. This approach emphasises the relevance of the real world where students and teachers are often involved in project partnerships with organisations, community and individuals outside school. It provides students with the opportunity to undertake a study program where they will gain practical experience and employability skills as well as the skills they will need for further training in the workplace or TAFE.

Camps are part of the VCAL program and are charged when they occur

CURRICULUM LEVELS AND STRANDS

There are 2 levels of VCAL offered at GLC: Intermediate and Senior. At Intermediate level, knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills. At Senior level, knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership. Generally students begin and complete Intermediate at Year 11 and undertake Senior at Year 12. Following the successful completion of VCAL, students will receive a certificate and a Statement of Results that details the areas of study they have completed.

There are 4 compulsory strands in the VCAL certificate which has a variety of curriculum options, including VCAL specific subjects as well as VCE subjects. The curriculum options that fit within the VCAL structure at GLC are shown below:

STRAND	**CURRICULUM OPTIONS FOR EACH STRAND AT GLC**
Literacy **Numeracy**	VCAL Literacy VCAL Numeracy
Industry Specific Skills	VET certificates – see list at end of booklet
Work Related Skills	Work Related Skills and/or VET Business
Personal Development Skills	VCAL Personal Development Skills And may include VET Sport and Recreation
General Credit **VCE subjects**	VCE Food Studies VCE Product Design and Technology

These strands are integrated into the students' project work and other 'hands-on' opportunities for learning. An individual learning plan is devised for each VCAL student as part of the careers and subject counselling processes.

See Appendix Two for information on VCAL Curriculum Strands.

VCAL LEARNING PROGRAM -- INTERMEDIATE LEVEL 2020

Curriculum type	**Literacy and Numeracy Skills Strand**	**Industry Specific Skills Strand**	**Work Related Skills Strand**	**Personal Development Skills Strand**	**General Credits** (studies that do not meet the require-ments any of the VCAL strands)
VCAL units	VCAL Literacy Skills Inter-mediate Level: Reading & Writing Skills (Unit 1); Oral Communication Skills (Unit 2) VCAL Num-eracy Skills Intermediate Level (Unit 1)		VCAL Work Related Skills units Inter-mediate Level: (Units 1&2)	VCAL Personal Development Skills Inter-mediate Level (Units 1&2)	
VCE units (Final selection of VCE units is dependent on student demand for units and timetabling constraints)					**One of the following Unit 1/2 subjects:** VCE Food and Technology VCE Product Design and Technology VCE Systems Engineering
VET Certificates or modules/units and course codes		Selection of Cert II units offered through local VET cluster	VET Business		
Total credits at the award level	**3**	**2**	**4**	**2**	**0**

VCAL LEARNING PROGRAM -- SENIOR LEVEL 2020

Curriculum type	**Literacy and Numeracy Skills Strand**	**Industry Specific Skills Strand**	**Work Related Skills Strand**	**Personal Development Skills Strand**	**General Credits** (studies that do not meet the requirements any of the VCAL strands but can be included as part of the 10 credits required)
VCAL units	VCAL Literacy Skills Senior Level: Reading & Writing Skills (Unit 1); Oral Communication Skills (Unit 2) VCAL Num-eracy Skills Senior Level (Unit 1)		VCAL Work Related Skills units Senior Level: (Unit 2)	VCAL Personal Development Skills Senior Level (Units 1&2)	
VCE units (Final selection of VCE units is dependent on student demand for units and timetabling constraints)					**A unit 3/4 sequence from of the following:** VCE Food and Technology VCE Product Design and Technology VCE Systems Engineering
VET Certificates or modules/units and course codes		Selection of Cert II and III units offered through local VET cluster	VET Business		
Total credits at the award level	**3**	**2**	**3**	**2**	**1**

PART C: VET COURSES

Vocational Education and Training (VET) is a recognised component of the VCE certificate and an integral part of the VCAL certificate. It provides students with the opportunity to attend a training institution and be involved in an industry specific course while completing their senior schooling.

See Appendix Three for a list of VET courses available to GLC students.

The College is involved in an arrangement with VET providers in Geelong where students undertake VET subjects which are generally conducted on a Wednesday afternoon for first and second year students. Students involved in VET are expected to catch up on any missed school work on these afternoons of absence.

At Year Ten level, study periods are not provided at school in lieu of VET time, however in Year 11 and 12, VET subjects have 3 periods of study allocated to them because VET is taken in lieu of a VCE subject.

The courses offered and providers of the course are following. The College is committed to contributing half of the tuition fees for students to undertake and complete ONE VET course throughout their time at the College, provided that students maintain attendance requirements for the full duration of the year (following the 4 week trial period) and obtain a satisfactory 'S' grade for all units of competence attempted. Costs such as books, materials and ancillary fees are to be covered by parents.

The College arranges transport for students to VET venues. These arrangements can include College buses, buses from other institutions, taxis and public buses. Parents are expected to collect students from their respective venues at the conclusion of the day. Any public transport costs for transportation to or from the venues are to be covered by parents.

VET CONTRIBUTION TO THE VCE CERTIFICATE AND ATAR SCORES:

VET courses provide credit toward the VCE in various ways. This credit is based on the 'units of competence' completed within the course. Generally the first year of a VET course earns a Unit 1 & 2 VCE credit and the second year contributes a Unit 3 & 4 VCE credit. However it is important to note that this is not always the case and further information should be sought from the Senior School Coordinator or VET course information sheets before selecting the course to ensure students are aware of the exact contribution of their VET course.

Some VET courses offer a VCAA examination which enables students to earn a study score that can contribute directly to the ATAR as one of the student's primary four scaled studies. These courses are noted with an asterisk on the following pages.

In most cases, a VCAA examination is not part of a VET in schools course, but these courses can be used to attain credit as a 5th or 6th subject towards an ATAR calculation.

In contrast to VCE studies, VET programs are not designed as stand-alone studies. Students must undertake the entire VET course in order to attain their VET qualification. In almost all cases, the courses go for 2 years.

PART D: SCHOOL-BASED APPRENTICESHIPS /TRAINEESHIPS

School Based Apprenticeship and Traineeships (SbAT's) are open to students 15 years of age or over who are permanent residents of Australia. The program involves the student undertaking their VCE or VCAL at the College and undertaking 1 full day of paid work during the school week. They are employed and trained under the following arrangements:

- VCE/VCAL studies are selected by student
- a training agreement registered with the Office of Training and Tertiary Education (OTTE)
- a negotiated training program leading to a nationally recognised qualification - VET
- paid work under some form of industrial agreement that endorses Part-time Apprenticeships, such as a Federal Industrial Award, Australian Workplace Agreement (AWA) or Certified Agreement (CA)

It is inevitable that there will be some work missed on this day of work that students will be responsible for catching up.

The credit towards VCE/VCAL courses comes from the VET course that students complete as part of their school based apprenticeship.

There are a wide variety of industries in which a student can undertake a SbAT, e.g. childcare, fitness, financial services, trades, community service and many more. See your Careers Teacher for more information.

It is important to note that if a VCE student is considering a school-based apprenticeship, this needs to be discussed at length with the Senior School Coordinator. Combining a SBA with VCE requires particular considerations in student programming due to the days absent for work placement.

APPENDIX ONE:

VCE SUBJECTS OFFERED IN 2020 BY CURRICULUM AREA

Below is a list of subjects offered by GLC in 2020 from which students can nominate their preferences. The subjects that will 'run' on the final grid are based on a number of factors including the level of interest in the subject, the spread across curriculum areas and university prerequisites for courses.

	Subjects offered for nomination by GLC
ARTS	Drama Media Music Studio Arts *
BUSINESS	Accounting Business Management Legal Studies
ENGLISH	English Literature
HPE	Health and Human Development Physical Education Outdoor and Environmental Studies *
HUMANITIES	History
LANGUAGES	German
MATHEMATICS	General/Further Mathematics Mathematical Methods
SCIENCE	Biology Chemistry Environmental Science Physics Psychology
TECHNOLOGY	Food and Technology * Computing Product Design and Technology * Systems Engineering

* These subjects attract an additional levy. These levies are applied where there are relatively higher costs due to the usage of materials, or outsourcing activities to external providers:

- Food Tech - $400 per year
- Outdoor and Environmental Studies - $600 per year
- Studio Arts - $200 per year PLUS additional materials for major projects
- Product Design and Technology - $400 per year

DRAMA
(THE ARTS)

Units 1 & 2 can be undertaken separately

UNIT 1	**Introducing Performance Styles** In this unit students will attend excursions to see and analyse professional productions. They will use play-making techniques to create their own stage-play. They will examine drama traditions of ritual and storytelling. They will create a solo and/or ensemble performance that includes real or imagined characters based on stimulus material from their personal experiences, cultural experiences and known stories.

UNIT 2	**Australian Identity** In this unit students will create a performance based on a person, event, image or icon of Australian identity from either contemporary or historical context. In creating the performance, they will include several aspects of what it means to be Australian. They will also explore the work of some professional drama practitioners and particular performance styles. This will include an excursion/s to see a related performance/s.

Units 3 & 4 must be undertaken in sequence

UNIT 3	**Unit 3: Devised Ensemble Performance** In this unit students will work collaboratively to devise, develop and present an ensemble performance. Play-making techniques will be used to extract dramatic potential from stimulus material, before applying and manipulating conventions, dramatic elements, expressive skills, performance skills and production areas. Students will also experiment with the transformation of character, time and place, and the application of symbol. They will devise and shape their work to communicate meaning and to have a specific impact on their audience. One or two excursions form part of this Unit in order to analyse and evaluate a professional drama performance/s.
UNIT 4	**Unit 4: Devised Solo Performance** This unit focuses on the development and presentation of a devised solo performance. Students will explore contemporary works that are eclectic in nature, drawing on a range of performance styles and associated conventions from both contemporary and traditional contexts. Students will extract dramatic potential from stimulus material using play-making techniques to develop and present their short solo performance. Students will further refine their established skills as they create this performance in response to a given structure. They will document and evaluate the stages involved in the creation, development and presentation of their work. Students will take part in excursions to view performances that inspire and assist their play-making process.

MEDIA
(THE ARTS)

Unit 1 & 2 can be undertaken separately

UNIT 1	**Media forms, Representations and Australian stories** Students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to communication of meaning.

UNIT 2	**Narrative across media forms** Students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	**Media narratives and pre-production** Students explore stories that circulate in society through media narratives. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress.
UNIT 4	**Media production and issues in the media** Students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

MUSIC

(ARTS)

Unit 1 & 2 can be undertaken separately.

UNIT 1	VCE Music Unit 1 examines musicianship, arranging, composition, performance, and use of music technology. It will aim at helping the student to acquire and develop their Music vocabulary. Throughout the course, students will cover the development of instrumental techniques on their chosen instrument, including group and individual performance tasks. Music is assessed via "SAC" style assessment tasks. *PLEASE NOTE: Students selecting Music are not required to have had individual instrumental tuition. However, it is highly recommended.*

UNIT 2	VCE Music Unit 2 further develops skills in practical music and performance in solo and group contexts. Students present a prepared programme(s) of solo and group works, demonstrate prepared technical work, perform previously unseen music and develop skills in aural comprehension. Selected works are analysed to enhance performance interpretation and to understand their context, influences, characteristics and styles. This unit also focuses on music theory relevant to performance and used in the analysis of music.

Unit 3 & 4 must be undertaken as a sequence.

UNIT 3	*It is highly recommended that students undertaking Unit 3 & 4 Music Performance should have approximately three years' experience with a musical instrument or voice prior to commencing Unit 3.* To complete requirements for Outcome 1, students may perform in an existing ensemble, such as the school choir, or in an ensemble specifically formed for the completion of these sections of the study. In planning students' involvement in the selected ensemble, consideration should be given to the requirements outlined in the areas of study, and key knowledge and skills. Each area of study combines practical and analytical, theoretical and aural work. This enhances students' ability to control and own their learning and consequently improves their presentation of the performance programme/s. Opportunities for students to reflect on connections between practical and other learning should be embedded throughout the course. Research: Analysis of Performance Works (VCE)
UNIT 4	Students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. 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.

STUDIO ARTS
(THE ARTS)

Units 1 & 2 can be undertaken separately
Please note that this subject attracts an additional levy of $200 per year plus additional materials for major projects that are not available in the GLC storeroom

UNIT 1	**Studio Inspiration and Techniques** In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Students create a visual diary to demonstrate their visual progression and development of artworks. Students research and analyse the ways in which artists from different times and cultures have developed their studio practice. Students will visit an exhibition and will reflect on the different environments and examine how artworks are presented to an audience.

UNIT 2	**Studio Exploration and Concepts** Students focus on establishing and using a studio practice to produce artworks. Student will develop a visual diary documenting their inspiration, drawings and experimentation of materials and techniques. Annotations, art language and an understanding of aesthetic qualities will be developed throughout the design process. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice using the analytical framework. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Students will visit an exhibition and will reflect on the different environments and examine how artworks are considered when creating exhibitions.

Units 3 & 4 must be undertaken in sequence

UNIT 3	**Studio practices and processes** Students implement the design process which leads to the production of a range of potential solutions. An exploration proposal is initially prepared to set out the framework for the design process. Students examine professional art practices in relation to particular art forms and the development of distinctive styles in artworks. Students also visit various exhibitions to analyse ways in which artworks are presented, preserved and conserved. The potential directions created, form the basis for developing artworks in Unit 4. Students will visit the Ian Potter Gallery to experience and examine the 'Top Arts' exhibition.
UNIT 4	**Studio Practice and Art Industry Contexts** Students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. Students will also investigate aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the students have visited in the current year of study with reference to specific artworks. Students also investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions. Students examine a range of environments for the presentation of artworks including public galleries, commercial and private galleries, artist-run spaces, alternative art spaces and online gallery spaces.

ACCOUNTING
(BUSINESS STUDIES)

Unit 1 & 2 can be undertaken separately

UNIT 1	In Unit 1 students explore the establishment of a business and the role of accounting in the determination of business success or failure. Students consider the importance of accounting information to stakeholders. They analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors. Students will consider the range of ethical issues faced by business owners when making decisions, including financial, social and environmental.

UNIT 2	In Unit 2 students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business.

Unit 3 & 4 must be undertaken as a sequence.

UNIT 3	In Unit 3 students focus on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system. They use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.
UNIT 4	In Unit 4 students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students record and report financial data with the use of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance. Students will consider the range of ethical issues faced by business owners when making decisions, including financial, social and environmental.

BUSINESS MANAGEMENT
(BUSINESS STUDIES)

Unit 1 & 2 can be undertaken separately

UNIT 1	**Planning a business** Small Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

UNIT 2	**Establishing a business** This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing, management and financial record keeping.

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	**Managing a business** In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.
UNIT 4	**Transforming a business** Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

LEGAL STUDIES

Unit 1 & 2 can be undertaken separately

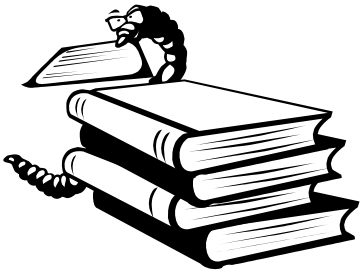
UNIT 1	**Guilt and Liability** Students examine how criminal and civil law achieve social cohesion to protect the rights of individuals. They investigate the key features of criminal law, how it is enforced and question if sanctioning maintains social order. They also investigate civil law and investigate how breaching civil law can cause litigation. Students consider the role of parliament and discover the different types of law that exist in the Victorian court hierarchy. They explore legal foundations and apply criminal and civil principles to hypothetical cases in order to appreciate the reasoning and conclusions made about the culpability of an accused or the liability of a civil party.

UNIT 2	**Sanctions, Remedies and Rights** Students explore how criminal and civil law sims to protect rights. Students examine how the criminal justice system determines guilt and imposes sanctions. They investigate types of civil and criminal laws from the past four years and form a judgment about the sanctions and remedies applied in these cases. Students contrast Australia and another country in order to question the differences in their protection of rights. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies.

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	**Rights and Justice** This unit examines the institutions that determine our laws, and their law-making powers and processes and their effectiveness for the law to keep up to date with changes in society. Students examine the Victorian justice system for criminal and civil cases and learn about the aims of protecting rights including fairness, equality and access. Methods of solving disputes are explored though an analysis of the different courts that comprise the Victorian court hierarchy. Students investigate to what extent justice is upheld in relation to recent reforms in the law within the past four years as well as recommended reforms that would help to enhance the aims of justice. Students use hypothetical cases to inform their knowledge of legal processes.
UNIT 4	**The People and the Law** Students examine the relationship between people, the Australian Constitution and legal reform bodes such as the VLRC. In this unit students investigate the law making powers of the federal and state parliaments as outlined in the Constitution. Students investigate the role the society have in changing the law and being a check on our parliamentary bodies. Students discover the role the High Court plays as being a guardian of our Constitution and how they are used to interpret its meaning. They investigate the relationship between parliament and the role of courts in law making, considering media, law reform bodies and the individual.

ENGLISH
(ENGLISH)



Unit 1 & 2 can be undertaken separately

UNIT 1	In this unit, students read and respond to texts analytically and creatively. They explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

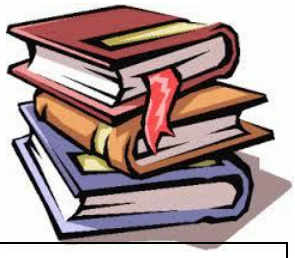
UNIT 2	In this unit students compare the presentation of ideas, issues and themes in texts. They explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	In this unit students read and respond to texts analytically and creatively. Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They analyse arguments and the use of persuasive language in texts that debate a topical issue. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.
UNIT 4	In this unit students compare the presentation of ideas, issues and themes in texts. Students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences. Students will build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue. They create an oral presentation intended to position audiences about an issue currently debated in the media.

LITERATURE

Unit 1 & 2 can be undertaken separately



UNIT 1	**Approaches to Literature** In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. Students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. They examine the ways texts explore different aspects of the human condition.

UNIT 2	**Context and Connections** Students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture is represented in texts and can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students focus on the interrelationships between the text, readers and their social and cultural contexts. They develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	**Form and Transformation** Students consider how the form of a text affects meaning, and how writers construct their texts to be transformative. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted. They consider how the perspectives of those adapting texts may inform or influence the adaptations such as through film and theatre. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text and speculate about the writer's purpose. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored in relation to their authenticity.
UNIT 4	**Interpreting Texts** Students consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticisms informing both the reading and writing of text, and learn to read through the lenses of Marxism and Feminism for example. Students identify the issues, ideas and contexts writers choose to explore the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created.

HEALTH & HUMAN DEVELOPMENT
(HEALTH AND PHYSICAL EDUCATION)

Unit 1 & 2 can be undertaken separately

UNIT 1	**Understanding health and wellbeing** Students identify personal perspectives and priorities relating to health and wellbeing and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences and the indicators used to measure and evaluate health status. Students consider their own health as individuals and as a cohort. They build health literacy through data analysis and extended enquiry into one youth health focus area.

UNIT 2	**Managing health and development** Students investigate transitions in health and wellbeing, and development, from lifespan and societal perspectives. They look at changes and expectations as people transition from youth to adulthood. Students examine adulthood as a time of increasing independence and responsibility and management of health-related milestones and changes. Students enquire into the Australian healthcare system and analyse health information. Challenges, opportunities and issues are explored relating to digital media, health technologies, health data and access to quality health care.

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	**Australia's Health in a Globalised World** Students explore health and wellbeing as a global concept. They consider health as a universal right, the benefits of optimal health and wellbeing, and its importance as an individual and a collective resource. Students look at the fundamental conditions required for health improvement. They analyse and evaluate variations in the health status of Australians. Students look at various public health approaches that exist globally and the interdependence of different models as they research health improvements and evaluate successful programs.
UNIT 4	**Health and Development in a Global Context** Students explore factors that contribute to health inequalities, including the conditions in which people live. Students examine changes in burden of disease and the concepts of sustainability and human development. They consider the health implications of trends relating to climate change, digital technologies, world trade and the mass movement of people. Students examine global action to improve health and wellbeing and human development, focusing on the United Nations' Sustainable Development Goals and the World Health Organization. Students investigate the role and effectiveness of health initiatives of non-government organisations and Australia's overseas aid program.

OUTDOOR AND ENVIRONMENTAL STUDIES
(HEALTH AND PHYSICAL EDUCATION)

Unit 1 & 2 can be undertaken separately

! Please note that this subject attracts an additional levy of $300 per year PLUS the cost of camps

UNIT 1	**Exploring Outdoor Experiences** Students examine how individuals respond to, and experience, outdoor environments. They discover the ways in which nature is understood and perceived. Students explore the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments.
UNIT 2	**Discovering Outdoor Environments** Students study the impact of nature on humans, and the ecological, social and economic impacts of humans on outdoor environments. Students develop an understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students develop theoretical knowledge about, make comparisons between and reflect upon outdoor environments.

Unit 3 & 4 must be undertaken as a sequence

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. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.
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. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments.

PHYSICAL EDUCATION
(HEALTH AND PHYSICAL EDUCATION)

Unit 1 & 2 can be undertaken separately

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. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardio-respiratory systems, evaluating perceived benefits and describing potential harms.

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. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. Students investigate how participation in physical activity varies across the lifespan.

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	**Movement skills and energy for physical activity** Students are introduced to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. They 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. Practical activities help demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.
UNIT 4	**Training to improve performance** In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

HISTORY
(HUMANITIES)

Unit 1 & 2 can be undertaken separately

UNIT 1	**Twentieth century history 1918–1939** In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars with a focus on Nazi Germany. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism.

UNIT 2	**Twentieth century history 1945–2000** In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries.

Unit 3 & 4 must be undertaken as a sequence. The topic of REVOLUTIONS may be studied here if the majority of the class would prefer this focus.

UNIT 3	**Revolutions – Russia** In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. In this unit students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.
UNIT 4	**Revolutions – China** Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror. In this unit students consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments.

GERMAN
(LANGUAGES)

Unit 1 & 2 can be undertaken separately

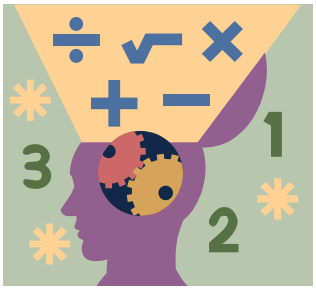
UNIT 1	In Unit 1 students develop an understanding of the language and culture/s of German-speaking communities through the study of the topics Career Paths & Aspirations, Health & Wellbeing and how Germans celebrate their customs and traditions. Students will participate in relevant daily life conversations about issues that matter to them. They will read about and listen to health topics and discuss how to stay fit, healthy and happy. Students will explore German heritage by learning about different regional traditions, for example around celebrating the carnival, Easter or Christmas. They will produce a creative piece of writing reflecting on these customs.

UNIT 2	In Unit 2 students develop an understanding of aspects of language and culture through the study of the topics Environment, Migration to Germany and Resistance Movements in the Third Reich. Students will study the language structures to express their concern about the environment and will discuss practical strategies to help save the planet. Students will explore why Germany has been a destination for different groups of migrants, the challenges they have faced and how they have contributed to German culture. In the topic the Third Reich, they will be looking at Germany under Hitler and the Resistance against the Nazis. The resistance movements such as the 'White Rose' and 'Die Rote Kapelle', a communist resistance movement are the main focus.

Unit 3 & 4 must be undertaken as a sequence.

UNIT 3	In Unit 3 students investigate the way German speakers interpret and express ideas, and negotiate and persuade in German through the study of the topics Career Paths & Aspirations, Health & Wellbeing and how Germans celebrate their customs and traditions. Students extend their communication skills by learning to negotiate tricky issues around things that personally matter to them. They will read about and listen to health topics and discuss how to stay fit, healthy and happy. Students will explore German heritage by learning about different regional traditions, for example around celebrating the Carnival, Easter or Christmas. They will express their ideas in a creative piece of writing reflecting on these customs.
UNIT 4	In Unit 4 students further develop an understanding of aspects of language and culture through the study of the topics Migration to Germany and Resistance Movements in the Third Reich. Students will explore why Germany has been a destination for different groups of migrants, the challenges they have faced and how they have contributed to German culture. In the topic the Third Reich, students will be investigating Germany under Hitler and the Resistance against the Nazis. The resistance movements such as the 'White Rose' and 'Die Rote Kapelle', a communist resistance movement are the main focus.

GENERAL & FURTHER MATHEMATICS
(MATHEMATICS)

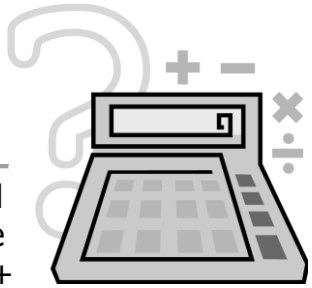


Unit 1 & 2 can be undertaken separately

UNIT 1 & 2 - GENERAL MATHEMATICS	General Mathematics Unit 1 and 2 provides a pathway to studying Further Mathematics at the Unit 3 and 4 level. The areas of study are 'Algebra and Structure', 'Arithmetic and Number', 'Discrete Mathematics', 'Geometry, Measurement and Trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'. Students will learn to apply techniques routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebra, equations and graphs. The appropriate use of technology (CAS Calculator) is incorporated throughout the units. There are three outcomes – explain and apply key concepts, knowledge and skills, application and analysis, and appropriate use of technology. Assessment tasks include: assignments, tests, exams, summary notes, modelling and problem-solving tasks and mathematical investigations.

UNIT 3 & 4 - FURTHER MATHEMATICS	Further Mathematics consists of two areas of study, a compulsory core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises of 'Data Analysis' and 'Recursion and Financial Modelling'. The Applications comprises two modules chosen from a selection of: 'Matrices', 'Networks and Decision Mathematics', 'Geometry and Measurement' and 'Graphs and Relations'. Assumed knowledge and skills are contained in the relevant topics from General Mathematics Units 1 and 2. Students will learn how to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebra, equations and graphs. The appropriate use of technology (CAS Calculator) is incorporated throughout the units. There are three outcomes – explain key concepts, knowledge and skills, application and analysis, and appropriate use of technology. Assessment tasks include: assignments, tests, exams, summary notes, modelling and problem-solving tasks and mathematical investigations.

MATHEMATICAL METHODS
(MATHEMATICS)

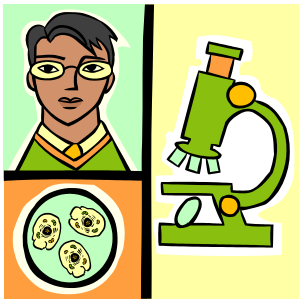


Mathematical Methods is ideal for students with strong skills in Algebra and who are considering studying high level Mathematics at University. The prerequisite for Units 1 and 2 is the successful completion (average of 80%+ on assessment tasks) of Year 10 Mathematics.
Unit 1 must be successfully completed before Unit 2 may be commenced.

UNIT 1 & 2 MATHEMATCAL METHODS	Mathematics Methods Unit 1 and 2 provides a pathway to studying Mathematic Methods at the Unit 3 and 4 level and Further Mathematics Units 3 and 4. The areas of study are 'Functions and Graphs', 'Algebra', 'Calculus', and 'Probability and Statistics'. The course provides an introductory study of key knowledge, skills and processes involved in these areas and their applications in a variety of practical and theoretical contexts. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, probability, counting methods, differentiation and anti-differentiation with and without the use of technology. There are three outcomes – define and explain key concepts and apply a range of mathematical routines and procedures, application in non-routine contexts and analysis, and appropriate use of technology (CAS Calculator). Assessment tasks include: assignments, tests, exams, summary notes, modelling and problem-solving tasks and mathematical investigations.

UNIT 3 & 4 MATHEMATICAL METHODS	Mathematical Methods Units 3 and 4 consists of the following areas of study: 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and Statistics'. The course extends the introductory study of key knowledge, skills and processes involved in these areas in Unit 1 and 2 to include combinations of these areas and their applications in a variety of practical and theoretical contexts. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables, diagrams, geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration, applications of derivatives and differentiation, identifying and analysing key features of the functions, random variables, discrete and continuous probability distributions, the distribution of sample proportions and inference with and without the use of technology. Mental and by-hand approaches to estimation and computation are required skills. The use of technology for working mathematically is incorporated in each unit. There are three outcomes – define and explain key concepts and apply a range of mathematical routines and procedures, application in non-routine contexts and analysis, and appropriate use of technology (CAS Calculator). Assessment tasks include: assignments, tests, exams, summary notes, modelling and problem-solving tasks and mathematical investigations.

BIOLOGY
(SCIENCE)



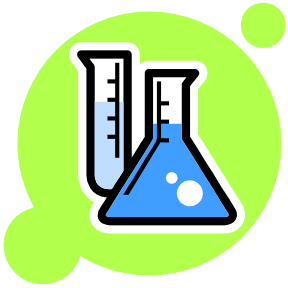
Unit 1 & 2 can be undertaken separately

UNIT 1	**How do living things stay alive?** In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population. A student practical investigation related to the survival of an organism or species is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.
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. They investigate the cell cycle and DNA replication. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students study genetic theory, knowledge, terminology, inheritance, characteristics, patterns, relationships, regulation, genetic crosses and gene technologies. Social and ethical issues are also examined. A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 3 & 4 must be undertaken as a sequence. Students entering Unit 3 without Units 1 and/or 2 will be required to undertake additional reading as prescribed by their teacher.

UNIT 3	**How do cells maintain life?** In this unit students investigate the workings of the cell from how it function to the interactions of bio-chemicals and the purpose they have in cellular processing. Students explore the biochemical pathways and how cells communicate between each other chemically. Students study the human immune system.
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. Students examine change in life forms using evidence from different technologies, in addition to the development of these technologies. Students examine human fossil records and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species. Students undertake their own practical investigation and present this in the form of a scientific poster. This can be for either/ both across Unit 3-4.

CHEMISTRY
(SCIENCE)



Unit 1 & 2 can be undertaken separately

UNIT 1	**How can the diversity of materials be explained?** The areas of study for Unit 1 consist of: 'How can knowledge of elements explain the properties of matter?', 'How can the versatility of non-metals be explained?' and a 'Research Investigation'. Students will study the following topics: elements and the Periodic table, metals, ionic compounds, quantifying atoms and compounds, materials from molecules, carbon lattices and nanomaterials, organic compounds and polymers. The research investigation will require students to select a question from a given list, then outline, analyse and evaluate relevant evidence to support their conclusions.

UNIT 2	**What makes water such a unique chemical?** The areas of study for Unit 2 consist of: 'How do substances interact with water?', 'How are substances in water measured and analysed?' and a 'Practical Investigation'. Students will study the following topics: properties of water, water as a solvent, acid-base and redox reactions in water, water sample analysis, measurement of solubility and concentration, analysis for organic compounds in water, analysis for salts, acids and bases in water. The practical investigation will require students to design and undertake a quantitative laboratory investigation on water quality, and draw conclusions based on the evidence from collected data.

UNIT 3	**How can chemical processes be designed to optimise efficiency?** The areas of study for Unit 3 consist of: 'What are the options for energy production?' and 'How can the yield of a chemical product be optimised?'. Students will study the following topics: obtaining energy from fuels, fuel choices, galvanic and fuel cells as a source of energy, rate of chemical reactions, extent of chemical reactions, production of chemicals by electrolysis and rechargeable batteries. Students use the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.
UNIT 4	**How are organic compounds categorised, analysed and used?** The areas of study for Unit 3 consist of: 'How can the diversity of carbon compounds be explained and categorised?' and 'What is the chemistry of food?' and a 'Practical investigation'. Students will study the following topics: structure and nomenclature of organic compounds, categories, properties, reactions and analysis of organic compounds, key food molecules, metabolism of food in the human body and energy content of food. The practical investigation will require students to design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

ENVIRONMENTAL SCIENCE
(SCIENCE)

Unit 1 & 2 can be undertaken separately

UNIT 1	**The Environment** This unit focuses on 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 through practical and excursion based investigations.

UNIT 2	**Monitoring the Environment** This unit focuses on pollution and associated impacts on Earth's four systems through global, national and local perspectives. Students 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.

Unit 3 & 4 must be undertaken as a sequence.

UNIT 3	**Ecological Issues: Energy and Biodiversity** This unit focuses on environmental management through the examination and application of sustainability principles. Students explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They 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.
UNIT 4	**Ecological Sustainability** This unit focuses on social and environmental impacts of energy production and use on society and the environment. Students 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 renewable and non-renewable 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.

PSYCHOLOGY
(SCIENCE)

Unit 1 & 2 can be undertaken separately

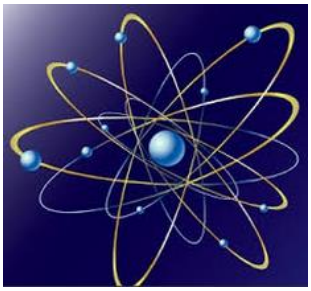
UNIT 1	**How are behaviour and mental processes shaped?** Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

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 and how a variety of factors and contexts can influence the behaviour of an individual and groups.

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	**How does experience affect behaviour and mental processes?** In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.
UNIT 4	**How is wellbeing developed and maintained** In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

PHYSICS
(SCIENCE)



Unit 1 & 2 can be undertaken separately

UNIT 1	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	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 & 4 must be undertaken as a sequence. Students entering Unit 3 without Units 1 and/or 2 will be required to undertake additional reading as prescribed by their teacher.

UNIT 3	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. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.
UNIT 4	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. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

FOOD SCIENCE
(TECHNOLOGY)

Unit 1 & 2 can be undertaken separately

! Please note that this subject attracts an additional levy of $400 per year

UNIT 1	**Food Origins** Students focus on food from historical and cultural perspectives by investigating the origins and roles of food through time and across the world. They will explore how food is sourced from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

UNIT 2	**Food Makers** Students investigate food systems in contemporary Australia, focusing on both large commercial food production industries and small-scale domestic settings. They gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances.

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	**Food in daily life** Students look at the many roles and everyday influences of food, they explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking and what influences our 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.
UNIT 4	**Food issues, challenges and futures** Students examine debates about global and Australian food systems, focusing 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. Students research 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.

APPLIED COMPUTING
(TECHNOLOGY)

Unit 1 & 2 can be undertaken separately

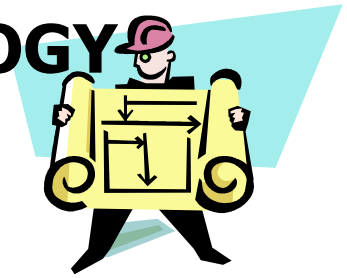
UNIT 1	**Applied Computing** Students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

UNIT 2	**Applied Computing** Students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment. In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	**Software Development** Students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.
UNIT 4	**Software Development** In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation. In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

PRODUCT DESIGN & TECHNOLOGY
(TECHNOLOGY)



Unit 1 & 2 can be undertaken separately

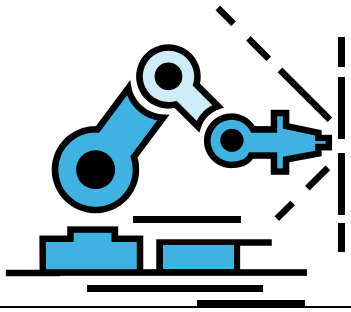
UNIT 1	**Sustainable Product Redevelopment** This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

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. The finished product is then evaluated.

Unit 3 & 4 must be undertaken as a sequence

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** Students manufacture the product designed in Unit 3 and 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.

SYSTEMS ENGINEERING
(TECHNOLOGY)



Unit 1 & 2 can be undertaken separately

UNIT 1	**Introduction to Mechanical Systems** This unit focuses on mechanical engineering fundamentals as the basis of understanding the underlying principles and the building blocks that operate in the simplest to more complex mechanical devices. They explore the elementary applied physics, and the related mathematical calculations that can be applied to define and explain the physical characteristics of these systems. Students apply their knowledge to design, construct, test and evaluate operational systems.

UNIT 2	**Introduction to Electrotechnology Systems** Students study fundamental electrotechnology principles including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied to define and explain electrical characteristics of circuits. The unit offers opportunities for students to apply their knowledge in the design, construction, testing and evaluation of an operational system. The system should be predominately electrotech based, but would generally have electro-mechanical components within the system. The constructed system should provide a tangible demonstration of some of the theoretical principles studied in this unit.

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	**Integrated Systems Engineering and Energy** In this unit students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Through the application of their knowledge, students design and plan an operational, mechanical-electrotechnology integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Comparisons are made between the impacts of the use of renewable and non-renewable energy sources.
UNIT 4	**Systems Control and new and emerging technology** In this unit students complete the production work and test and evaluate the integrated controlled system they designed in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students use their investigations, design and planning to continue the fabrication of their system. They use project and risk management methods through the construction of the system and use a range of materials, tools, equipment, and components. Students test, diagnose and analyse the performance of their system.

APPENDIX TWO:
VCAL SUBJECTS OFFERED IN 2020 BY CURRICULUM STRAND

Below is a list of VCAL subjects offered by GLC in 2020 organised by their curriculum strand

	Subjects offered by GLC
LITERACY &NUMERACY SKILLS	Literacy Skills Unit 1 (Reading and Writing) Literacy Skills Unit 2 (Oral Skills) Numeracy Skills
INDUSTRY SPECIFIC SKILLS	VET Courses – off campus – student choice (See Appendix Three)
PERSONAL DEVELOPMENT SKILLS	Personal Development Skills Unit 1 Personal Development Skills Unit 2
WORK RELATED SKILLS	Work Related Skills Unit 1
GENERAL CREDITS **VCE SUBJECTS**	VCE Food and Technology VCE Product Design and Technology OR VCE Systems Technology

The program above will include one or both of the following:

VET STUDIES (school-based)	VET Business

LITERACY SKILLS

The purpose of the VCAL LITERACY strand: is to enable the development of skills, knowledge and attitudes in literacy that allows for progression in the main social contexts of family, employment, further learning and citizenship. Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate. Literacy also includes reading, writing and oral communication skills.

Intermediate Literacy Skills

Unit 1 Reading & Writing	To be credited with the Reading and Writing component of Literacy at Intermediate level, students must demonstrate competency in the following learning outcomes: • writing for self-expression - write a recount, narrative or expressive text • writing for practical purposes - write an instructional or transactional text • writing for knowledge - write a report or explanatory text • writing for public debate - write an argumentative or discursive text • reading for self-expression - meaning gained by reading narrative/recount/expressive text • reading for practical purposes - meaning from reading instructional or transactional text • reading for knowledge - meaning from reading explanatory/informative text • reading for public debate - meaning from reading persuasive or argumentative text
Unit 2 Oral skills	To be credited with the Oral Communication component of Literacy at Intermediate level, students must demonstrate competency in the following learning outcomes: • oracy for knowledge - respond to spoken language in informative talks • oracy for practical purposes - use & respond to language in instructions/ transactions • oracy for exploring issues and problem solving - spoken language in discussions to explore issues • oracy for exploring issues and problem solving

Senior Literacy Skills

Unit 1 Reading & Writing	To be credited with the Reading and Writing component of Literacy at Senior level, students must demonstrate competency in the following learning outcomes: • writing for self-expression - write a complex recount, narrative or expressive text • writing for practical purposes - write a complex instructional or transactional text • writing for knowledge - write a complex report or explanatory text • writing for public debate - write a complex argumentative or discursive text • reading for self-expression - meaning gained by reading narrative/recount/expressive text • reading for practical purposes - meaning from reading instructional or transactional text • reading for knowledge - meaning from reading explanatory/informative text • reading for public debate - meaning from reading persuasive or argumentative text
Unit 2 Oral skills	To be credited with the Oral Communication component of Literacy at Senior level, students must demonstrate competency in the following learning outcomes: • oracy for knowledge - respond to spoken language in informative talks • oracy for practical purposes - Use & respond to language in instructions/ transactions • oracy for exploring issues and problem solving - spoken language in discussions to explore issues • oracy for exploring issues and problem solving

NUMERACY SKILLS

The purpose of the NUMERACY strand is to: develop mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields. The curriculum in this strand develops skills to facilitate the practical application of mathematics at home, work and in the community.

Intermediate Numeracy Skills

UNIT 1	Students must demonstrate competency in five out of the six following learning outcomes to be credited with Intermediate Numeracy Skills: • numeracy for practical purposes - Design • numeracy for practical purposes – Measuring • numeracy for personal organization – Money and Time • numeracy for personal organization – Location • numeracy for interpreting society – Data • numeracy for interpreting society – Numerical Information

Senior Numeracy Skills

UNIT 1	Students must demonstrate competence in six out of the following seven learning outcomes to be credited with this unit: • numeracy for practical purposes – Design • numeracy for practical purposes – Measuring • numeracy for personal organisation – Location • numeracy for interpreting society – Data • numeracy for interpreting society – Numerical Information • numeracy for knowledge – Further Study in Maths (formulae) • numeracy for knowledge – Further Study in Maths (problem solving)

PERSONAL DEVELOPMENT SKILLS

The purpose of all PDS units is to: focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. Each unit varies in the methods and extent to which these are required.

Intermediate Personal Development Skills

UNIT 1	Students plan and organise a complex activity that requires students to demonstrate: • subject specific knowledge applicable to a relevant activity • skills applicable to the activity • development of self-management skills • development of leadership skills • interpersonal communication skills

UNIT 2	Students identify planning and organisational skills relevant to management of a health or community service activity and are required to demonstrate: • subject specific knowledge • problem solving and comprehension skills • presentation and research skills • communication skills for spoken language and active listening

Senior Personal Development Skills

UNIT 1	Plan and organise to completion a complex project involving a range of related activities that requires students to demonstrate. • subject specific knowledge applicable to a relevant activity • skills applicable to the activity • understanding of cultural values and cultural awareness • organisational skills, leadership and decision making skills for group or team
UNIT 2	Students are to manage the coordination of an activity or program that requires them to demonstrate: • subject specific knowledge applicable to a relevant goal • skills applicable to the activity • project management and coordination skills including goal setting • evaluative and problem-solving skills • introduction to skills for planning, organising and working in teams.

VET BUSINESS
BSB20112 - Certificate II in Business

Unit Description

This qualification reflects the role of individuals who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context, working under direct supervision.

Potential Job roles

- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior
- Receptionist

Students will complete the following units over a two year period as part of their VCAL course.

Unit Code	Unit Title	
CORE UNITS – All units must be completed		
BSBWHS201A	Contribute to health and safety of self and others	
Electives: Complete ELEVEN electives (✓)		
BSBIND201A	Work effectively in a business environment	
BSBWOR202A	Organise and complete daily work activities	
BSBCMM201A	Communicate in the workplace	
BSBWOR203B	Work effectively with others	
BSBWOR204A	Use business technology	
BSBCUS201B	Deliver a service to customers	
BSBINM201A	Process and maintain workplace information	
BSBSUS201A	Participate in environmentally sustainable work practice	
BSBINM202A	Handle mail	
BSBITU201A	Produce simple word processed documents	
BSBITU202A	Create and use spreadsheets	

APPENDIX THREE:

VET COURSES OFFERED BY GLC THROUGH VARIOUS PROVIDERS AROUND GEELONG as at July 2019:

- Approximate course costs per year have been listed. Prices below are for 2020. GLC contributes half of the tuition fees listed below. Parents are invoiced for the remaining half of the fees as well as ancillary fees. 'Other' are purchased by parents at the time stipulated by the institution.

GORDON COURSES:

CERTIFICATE DETAILS	COURSE CODE	APPROX COST PER YEAR (Tuition + class materials + other)
Certificate III in Allied Health Assistance * Please note: Work Placement is compulsory for this course	HLT33015	$1635 + $170 + $0 (1) $1635 + $215 + $0 (2)
Certificate II in Animal Studies	ACM20110	$1635 + $195 + $0 (1) $1635 + $205+ $0 (2)
Certificate II in Applied Fashion Design and Technology	MST20616	$2260 + $360 + $0 (1) $2260 + $360 + $0 (2)
Certificate II in Automotive Technology (Mechanical – Pre-voc.)	AUR20716 22015VIC	$1900 + $125 + $160 (1) $1900 + $125 + $0 (2)
Certificate II in Automotive Technology Studies (Paint & Panel)	AUR20716 22015VIC	$1900 + $125 + $160 (1) $1900 + $125 + $0 (2)
Certificate III in Beauty Services	SHB30115	$1310 + $345 + $410 (1) $1360 + $345 + $235 (2)
Certificate II in Building & Construction (Bricklaying Pre-app.)	22216VIC	$2160 + $373 + $213 (1) $2260 + $130 + $0 (2)
Certificate Ii in Building & Construction (Carpentry Pre-app.)	22216VIC	$2160 + $393 + $323 (1) $2260 + $160 + $70 (2)
Certificate II in Building & Construction (Painting & Dec. Pre-app.)	22216VIC	$2160 + $368 + $223 (1) $2260 + $150 + $0 (2)
Certificate II/III in Community Services Work *	CHC22015 CHC32015	$1650 + $350 + $0 $1800 + $150 + $0
Certificate III in Early Childhood Education and Care Please note: Work Placement is compulsory for this course	CHC30113	$1680 + $200 + $125 (1) $1820 + $420 + $0 (2)
Certificate II Electrotechnology	22261VIC	$1930 + $323 + $340 (1) $1930 + $120 + $140 (2)
Certificate II Engineering (Fabrication & Mechanical)	22209VIC	$1890 + $100 + $150 (1) $1890 + $100 + $50 (2)
Certificate III Events	SIT30516	$1890 + $225 + $70 (1) $1890 + $190 + $25 (2)
Certificate II Furnishing *	MSF20516	$2100 + $180 + $170 (1) $2100 + $180 + $0 (2)
Certificate II in Hospitality (Food and Beverage) *	SIT20316	$1855 + $325 + $100 (1) $1855 + $140 + $100 (2)
Certificate III in Information, Digital Media and Technology *	ICT30115	$1400 + $115 + $30 (1) $1400 + $115 + $100 (2)
Certificate II Kitchen Operations *	SIT20416	$1745 + $455 + $90 (1) $1875 + $185 + $70 (2)
Certificate III in Laboratory Skills *	MSL30116	$1740 + $150 + $0 (1) $1740 + $150 + $0 (2)
Certificate III in Make-up	SHB30215	$1390 + $340 + $410 (1) $1390 + $345 + $410 (2)
Certificate II in Plumbing	22304VIC	$2200 + $463 + $210 (1) $2200 + $220 + $50 (2)
Certificate II in Printing & Graphic Arts (Desktop Publishing)	ICP20115	$1500 + $200 + $20 (1) $1500 + $200 + $20 (2)
Certificate II in Retail Makeup & Skincare Services	SIB20110	$1370 + $345 + $401
Certificate II in Salon Assistant (Hairdressing)	SHB20216	$1270 + $215 + $555

Certificate III in Tourism	SIT30116	$1890 + $300 + $0 (1) $1730 + $375 + $0 (2)
Certificate II in Civil Construction	RII20715	$2200 + $200 + $200 (1) $2200 + $200 + $0 (2)
Certificate III in Business *	BSB30415	$1800 + $100 + $50 (1) $1800 + $100 + $10 (2)

COURSES OFFERED AT OTHER SCHOOLS/PROVIDERS

CERTIFICATE DETAILS	LOCATION	COURSE CODE	APPROX COST PER YEAR (Tuition + materials + other)
Certificate II in Agriculture	Covenant College	AHC20116	$1310 + $525 (1) $1310 + $525 (2)
Certificate II in Horticulture Studies	Covenant College	AHC20416	$1310 + $525 (1) $1310 + $525 (2)
Certificate II in Animal Studies	Covenant College	ACM20110	$1310 + $525 (1) $1310 + $525 (2)
Certificate II Dance*	Geelong High School	CUA20113 CUA30113	$1083 + $275 (1) $1083 + $275 (2)
Certificate II Equine Industry *	Bellarine Secondary College	22246VIC	$1360 + $350 (1) $1360 + $350 (2)
Certificate III Music Industry *	Belmont High	CUA30915	$1017 + $300 (1) $1017 + $225 (2)
Certificate II/III Sport & Recreation *	Belmont High	SIS20213 SIS30115	$647+ $700 (1) $647 + $600 (2)
Certificate III in Visual Arts – Photography & Photoshop (1 year)	Oxygen College	CUV30111	$1083 + $783
Certificate II/III Sport & Recreation *	Belmont High	SIS20213 SIS30115	$647+ $700 (1) $647 + $600 (2)

* Subjects that have external VCAA exams and will therefore receive a study score. VCE unit credits are calculated as 10% of the fourth (VCE) study score for all other courses.