




**VICTORY**  
Lutheran College



# 2018 YEAR 10 CURRICULUM HANDBOOK





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# Welcome

## A MESSAGE FROM THE PRINCIPAL

It is a pleasure to welcome you into Year 10 and the introduction of our subject offerings through this Handbook. At Victory Lutheran College, Year 10 marks the beginning of the Senior School - a time where young adults focus more purposefully on the educational pathways and post-secondary journey.

Contained within this Handbook each student will find information directly related to courses they can undertake in Year 10. This is a year in which students begin to understand the specifics of being a senior student and have an opportunity to consider early start programs for VCE/VET courses.

The discovery and understanding of senior pathways through school can be complex and yet diverse. It is therefore important that each student, along with their parents/guardians, takes the time to read this Handbook. We encourage students to explore their options, think deeply and ask questions about what choices will enable them the greatest head start into a pathway after Year 12.

The College has a growing reputation of being able to support individual students as they progress through the senior years. It is important that each student starts discussions with College Teaching Staff and utilise their experience and expertise in selecting subjects for Year 10. In addition to this, our current students in Years 11 and 12 can also provide valuable advice and information on their choices and expectations for the future.

As students enter Senior School and start learning more about the processes, language and structure, they will come to realise that there are many options available for their own pathway in Years 10, 11 and 12. I commend this Handbook to you and encourage you to begin discussions with each other, and with College teaching staff, in order to empower your understanding of where your schooling journey will continue.

**Mr John Thompson**  
Principal  
July 2017







# Year 10 Overview

In July Year 9 students will receive information about the online subject selection process. Please read this handbook carefully before making your subject choices for 2018. If students or parents/guardians have questions regarding subject selection, please see the Year 10 Team Leader, Careers Coordinator or Head of Secondary School. Specific subject questions should be addressed by attending the **Years 9-11 Subject Information Evening on Monday, 24th July** or directed to the relevant Faculty Coordinator or teacher.

Students wishing to enrol in a Vocational Education and Training (VET) Program, either on-campus or off-campus will need to submit a VET Application form (page 29) and if approved, further consultation regarding subjects will occur.

## KEY DATES

### MONDAY 24TH JULY 2017

Years 9-11 Subject Information Evening for students entering those years in 2018, starting at 6.30pm.

### TUESDAY 25TH JULY 2017

Online subject selections open.

### MONDAY 31ST JULY 2017

Subject selection forms due at the Administration Office by 9.00am.

### FRIDAY 15TH SEPTEMBER 2017

VET Applications interviews to be completed with relevant VET Teacher (VLC Courses) or VET Coordinator (WSSC Courses).

## CONTACTS

General Enquiries	02 6057 5859
Head of Secondary	Tim Hartwich
Director of Teaching & Learning	Kathryn McAuliffe
Year 11-12 Team Leader	Sarah Rae
Year 10 Team Leader	Janine Hallahan
Careers / VET Coordinator	Janine Hallahan
English Coordinator	Sonya Barras
Mathematics Coordinator	Greg Barras
Humanities Coordinator	Lucy Gibbs
Science Coordinator	Michael Leverett
Christian Studies Coordinator	Paul Kinning
Visual Arts	Lisa Wilson
Health/PE	Tim Hartwich
Music	Andrew Baker
Senior Sport	Sarah Rae

## SELECTING SUBJECTS ONLINE

Each student is required to submit their subject preference online via the website below:

[www.selectmysubjects.com.au](http://www.selectmysubjects.com.au)

Login detail for the subject selection website will be emailed to students in July.

Return a printed and signed receipt to the Administration Office by Monday, 31st July.

Failure to submit preferences by the due date may result in the student's preferences not being considered in the makeup of subject offerings.

## CAREERS

All Year 10 students will take compulsory Careers classes throughout the year. These classes will be incorporated into the Flexible Learning program of the College and will assist students in beginning to investigate their possible pathways post Year 10 and enable adequate planning and preparation for Work Experience.

Our Careers program at Victory helps students in two main ways:

- Developing self-awareness within themselves helps students choose careers which are best suited to their skills, interests and goals
- Leading students to the vast array of resources available allows them to be comprehensively informed and aware of options available to them. Throughout the program the resources are highlighted and discussed and students are able to explore various pathways and discover the skills and prerequisites required for their goals

## WORK EXPERIENCE

In Year 10 we build on the Year 9 "World of Work" and Rite Journey community service programs further as students undertake work experience and attend a number of careers excursions such as Army Trades Day and the Health Expo. Students are encouraged to explore a number of career pathways and engage in as many different career workshops as their studies permit.

All students are expected to undertake five days of work experience during the last week of Term 2, and are strongly encouraged to undertake five further days during the first week of the mid-year holidays.

It is the students' responsibility to source and arrange their own placement well before the date as many students from other schools may be competing for similar positions. Any student having difficulty in sourcing a placement for work experience should talk to the Careers Coordinator, Mrs Janine Hallahan, as early as possible.

## EXAMINATIONS

All Year 10 students complete formal examinations towards the end of Semesters 1 and 2. These exams follow the same procedures as Year 12 VCE exams and expose students to the requirements, challenges and pressures of such exam periods.

Where possible, parents/guardians and students are asked to arrange any family holidays and other engagements outside of these exam periods.

## BYOD (BRING YOUR OWN DEVICE) PROGRAM

In 2018, participation in our BYOD (Bring Your Own Device) program will be mandatory for Years 7 to 12. This will allow students to have direct involvement in the way they use technology in their learning. At the same time, BYOD enables teachers to build on their own experiences and adapt to this new environment where core skills are enhanced through student-centred learning.

Using their devices, students will be able to access Student Café, which offers real-time access to class resources, assignments, discussions, marks and teacher feedback for each of their subjects.



Information about the BYOD Program is covered in the BYOD Program 2018 Handbook, which is available on the College website and Student Café.

If you have any questions about the BYOD, please contact ICT Services on

[byod@vlc.vic.edu.au](mailto:byod@vlc.vic.edu.au)





# Year 10 - Additional VCE Early Start

## OVERVIEW

An Additional VCE Early Start gives students the opportunity to study a second Year 11 (Units 1 and 2) VCE subject (other than Maths) whilst in Year 10. This can have a number of advantages for students but can also be particularly difficult if students are not academically ready for this level of study. As a result, only students who receive an Academic Award at the end of Semester One whilst in Year 9 are eligible to apply. These students and their parents/guardians will be notified of their eligibility and the process in early Term 3.

It should be remembered that an Early Start in most subjects is in fact, acceleration. Students undertaking an Early Start study concepts, material and outcomes that are essentially written for students in Year 11. The workload and demands of this should not be underestimated.

## APPLYING FOR AN ADDITIONAL VCE EARLY START

Students who are eligible to apply for an Additional VCE Early Start will be asked to select their Year 10 subjects first. Once the Year 11 subject lines are generated, the Head of Secondary will invite eligible students for an interview with the Year Level Team Leader(s) about their learning program.

Should the student wish to pursue an Additional Early Start, a further meeting or phone call will be made to parents/guardians before confirming their academic pathway. It should be noted that the additional VCE subject will only be selected from the VCE subjects that match up with Year 10 lines and have sufficient spaces available within them.

## CONDITIONS ON ALL EARLY START APPLICATIONS

- Additional Early Start places are only available in some VCE subjects (other than Mathematics). These subjects will not be known at the time of applications as they are dependent upon Year 11 selections.
- Should class sizes be an issue, Year 11 students will be given preference.

Ultimately an Additional VCE Early Start should be seen as an opportunity and privilege. Students should not place unnecessary importance on being approved for an Additional VCE Early Start. Likewise, they are advised not to request undertaking a VCE subject that is important to them or a prerequisite for future Tertiary study.

## VET CERTIFICATES

Most two-year VET certificates are generally also considered as an 'Early Start', as these often count as VCE Units 1-4. Students who are not eligible (that is, did not receive an Academic Award in Semester 1) are encouraged to consider applying to commence a VET course in Year 10.

# Subject Selection

Core subjects are compulsory for all Year 10 students and are full year subjects, except for History, which is one semester.

CORE SUBJECTS
Christian Studies
English
Science
Mathematics (General Mathematics Units 1 & 2 or Mathematical Methods Units 1 & 2)
History
Health and Physical Education

Year 10 students typically study between three to five semester length electives.

Some units however should be taken in both semesters, such as Music, VET and VCE subjects.

The elective units are grouped according to the structure of the Australian Curriculum.

ELECTIVES
ENGLISH & HUMANITIES
Economics and the Law
Geography
Literature
Indonesian
MATHS / SCIENCE
Electronics
Cells, Systems and Organisms
Advanced Chemistry
Mathematics Enrichment
THE ARTS
Music: Composition
Music: Live Performance
Art
Media Arts
TECHNOLOGIES
Clever Cooks
Year 10 Café
Design Technology – Costume Design
Design Technology – Wood

## VET

The VET subjects listed below should be considered as a 2 year commitment\*. They can contribute as Units 1-4 towards the awarding of the VCE.

VET SUBJECTS
22216VIC Certificate II in Building and Construction
MSF20516 Certificate II in Furniture Making
SIT3102 Certificate III in Catering Operations
SIS30513 Certificate III in Sport & Recreation

**Note:** VET courses run only when there is sufficient student interest

Other VET courses are also available through our partnership with Wodonga Senior Secondary College or via distance education. Students interested in one of these courses should consult with the VET Coordinator (Mrs Janine Hallahan) and indicate their interest by selecting "VET: Other" in their subject selections.

In 2018 VET at WSSC could include: Hairdressing, Allied Health, Integrated Technologies, Automotive Technology, Community Services, Dance, Engineering Studies and others.

Additional fees apply to VET courses at other providers, including WSSC, who pass the full cost of training onto us. The College will generally subsidise 50% of these fees for students, the remaining 50% is payable in addition to our tuition fees.


Fees are different for each course, and parents/guardians and students are strongly advised to speak to the VET Coordinator (Mrs Janine Hallahan) before electing to take an off-campus VET as the fees can be substantial.

Students are expected to pay for their own tools, protective clothing and equipment.

Students wishing to undertake a VET program must complete the VET Application form and arrange to attend an interview with either the VET teacher (for VLC courses) or VET Coordinator (for WSSC courses).

## > VET Application Form

- Choose your preferred VET course as part of your VCE subject selections.
- Fill in a VET Application form and meet with the appropriate teacher by the due date.



VET PROGRAM

2018 Application Form

APPLICANT DETAILS

Name

Year Level

VET Program

Phone

STEP 1 - APPLY - Please explain your reasons for undertaking this VET Program and intended career pathway

STEP 2 - BOOK AN INTERVIEW - Completed by 15th September 2017

Ensure you fully understand the nature and content of your chosen program, its requirements (resources, equipment, tools, placement and transport) and its location (on-site or off-site). Arrange to meet with the VET Coordinator to discuss your program and VET Coordinator will discuss your program to discuss your suitability.

Acceptance Date

Interview Date

STEP 3 - SIGNATURE AND INDEMNITY DECLARATION - Completed by 15th September 2017

I understand the nature and requirements of the proposed VET Program and the location in the program is at the discretion of the college and I understand your commitment, resources and availability prior to my entry into the program. I agree to pay all my fees (on-campus courses and 50% of fees covered by the college for off-campus courses) as part of my enrolment, including other students' activities from the course after the cut-off date.

Student Signature

Parent Signature

STEP 4 - VET INTERVIEW - This step is completed after the interview with the VET Teacher/Coordinator

Have the student been a participant of the program and is it relevant?

Is the program suitable to the student's pathway and ability?

Does the student understand the nature and content of the program and is it relevant to their career pathway?

Does the student understand the nature and content of the program and is it relevant to their career pathway?

Is the student aware of the costs involved in the program (on-campus or off-campus)?

Is the student prepared to undertake the program outside normal school hours?

Has the student provided a course/subject map for their proposed pathway?

Approved or not?

Comments

VET Teacher/Coordinator Signature

PLEASE HAND IN THIS FORM TO THE ADMINISTRATION OFFICE BY FRIDAY 15TH SEPTEMBER 2017

Copy of this form to be kept by the VET Teacher, VET Coordinator, Head of Pastoral Care and Treasurer.

Copy of this form to be kept by the VET Teacher, VET Coordinator, Head of Pastoral Care and Treasurer.



# Flexible & Service Learning

## FLEXIBLE LEARNING

All Year 10 students are involved in our Flexible Learning program each fortnight. The program is published early in the school year and includes a range of compulsory and voluntary opportunities for students.

As a general guide, students will undertake programs/activities such as:

- Peer Support Leadership
- Study Skills
- Careers
- Recreation
- Service Learning (see next section)

Students who attend a VET course at WSSC on a Wednesday afternoon will be exempted from the Flexible Learning program.

## SERVICE LEARNING

*"Service to others is the rent you pay for your room here on earth."* Muhammad Ali

*"The best way to find yourself is to lose yourself in the service of others."* Mahatma Gandhi

*"The highest form of worship is the worship of unselfish Christian service. The greatest form of praise is the sound of consecrated feet seeking out the lost and helpless."* Billy Graham

### WHAT IS SERVICE LEARNING?

Service is faith active in love. Service involves the selfless giving and loving of others, making a difference in their lives by responding to their needs, and acting without expecting recognition or reward. Lutheran schools challenge students to grow in their understanding that service is not only a personal response to God's love but a broader response as part of one's humanity for the sake of justice for all. Therefore students in a Lutheran school learn about serving and learn through serving. This concept is known as service learning. (LEA Service Learning in Lutheran Schools 2015).

Over the years students at Victory have established a proud tradition of Service Learning and community involvement ranging from Service Learning tours to Nepal and Cambodia and with local organisations such as Carevan and Our Table to Yours. Our aim is to send our graduates into the world as skilled global citizens, instilled with the values of:

- Compassion
- Service
- Social Justice
- Diversity
- Civic Responsibility

Year 10 students will undertake at least one term of Service Learning during the year. The opportunities available to them change from year to year, but typically students can choose from a range of on-campus activities (e.g. assisting Junior School students/classes) or off-campus activities (e.g. local park rejuvenations, Our Table to Yours).

# Year 10 Subject Outlines





# Christian Studies

# English

# Science

# History

## TERM 1 – SPIRITUALITY & RITUALS

Transitioning from The Rite Journey students investigate further their personal identity and Australian Spirituality and Rituals.

## TERM 2 – WORLD RELIGIONS

Students are challenged by the question: “2.2 billion people are Christian. What about the rest?” As a response, they study major World Religions and explore some of life’s big questions about the origin, meaning and purpose of life. They have to consider that Religions and philosophies provide people with knowledge, wisdom, direction and guidance in peoples search for happiness and fulfilment. Their study culminates in a research assignment examining and investigating two World Religions.

## TERM 3 – VOCATION

This course encourages students to engage with their God-given vocation. Through writing a Mission Statement and Epitaph, students consider their place in the world, where they are starting from and what is their intention for how their life could be. Key bible verses inform learners of God’s redemptive plan for their lives and His purpose for their lives. This course is framed under the banner of ‘beginning with the end in mind’ in regards to peoples work and social life.

## TERM 4 – CURRENT ISSUES

Students investigate current news articles and issues both internationally and locally. They investigate the ethics and morals and how this fits into the Christian world view.

## DESCRIPTION

The English course for Year 10 is designed to engage and challenge students through the close study of a variety of more demanding literature and film texts. The reading, writing, listening and speaking skills nurtured within the programs of the junior years are further developed and the exploration of a suitable range of content is another incremental step in the effective preparation of our students for study of VCE English Units 1-4.

The course develops literary and language skills in the areas of Text Response, Creating and Comparing, Issues Analysis and Argument. The curriculum at these years reflects the different strands of the Australian Curriculum.

## CONTENT

Common features of texts (include Literary, persuasive, comparative, visual, multi-modal and digital texts).

- Responding to texts
- Creating texts
- Comparing texts
- Analysing texts

## TEXTS STUDIED

Students will study a range of texts selected by the classroom teacher. These may include study of novels, films, plays, and collections of poetry/short stories created by classic and contemporary authors.

## PATHWAYS

VCE English, Literature and English Language.

## DESCRIPTION

In Year 10 students continue to gain an awareness and an appreciation of the dynamic and changing world in which they live. They develop skills that enable them to investigate, research, create and explain the processes that occur around them. They also become informed citizens who are able to debate scientific theories and technologies, as well as make informed decisions and opinions on ethical issues. There is an increased focus on new and emerging sciences such as Green Chemistry and Nanotechnology and the future of space exploration is also investigated.

All these skills are taught over the four major science disciplines: Biology, Chemistry, Physics and Earth and Space. Each term we focus on one of the four disciplines.

## CONTENT

- The theory of evolution and human genetics
- Gene therapy and ethical issues
- Bonding and types of chemical reactions
- New and emerging technologies such as nanotubes and nanobots
- Newton’s three laws and energy transfer
- The Big Bang Theory, space exploration and rockets

## PATHWAYS

VCE Biology, Chemistry, Physics and Psychology.

## DESCRIPTION

The study of History in Year 10 is a single semester, compulsory unit. It may be taken in either Semester One or Semester Two, dependent upon student’s Elective choices.

Students undertake a study of the modern world and Australia from 1918 to present, with an emphasis on Australia in its global context. Students will explore a series of overarching questions in their studies.

How did the nature of global conflict change during the twentieth century?

What were the consequences of World War II? How did these consequences shape the modern world?

How was Australian society affected by other significant global events and changes in this period?

## CONTENT

- Between the war years (including the Roaring Twenties and the Great Depression)
- World War II (1939 - 1945) with a focus on the Holocaust.
- Rights and Freedoms (1945 - present (Australia and the United States)
- Migration Experiences in Australia (1945 - present)

## PATHWAYS

VCE History, English, Literature.



# Mathematics Overview

## YEAR 10 MATHEMATICS

In Year 10 Mathematics, students can study General Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2.

In Year 11, students will be able to complete either Further Mathematics Units 3 and 4, Mathematical Methods Units 3 and 4 and/or Specialist Mathematics Units 1 and 2.

- General Mathematics Units 1 and 2 provide for a course involving non-calculus based topics for a broad range of students and may be implemented in various ways to reflect student interests in, and applications of, mathematics. They incorporate topics that provide preparation for studies at Further Mathematics Units 3 and 4 and cover assumed knowledge and skills for those units.
- Mathematical Methods Units 1 and 2 are completely prescribed and provide an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and cover assumed knowledge and skills for those units.
- Specialist Mathematics Units 1 and 2 comprise a combination of prescribed and selected non-calculus based topics and provide courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods Units 1 and 2, provide preparation for Specialist Mathematics Units 3 and 4 and cover assumed knowledge and skills for those units.

## TERTIARY COURSES AND THE MATHEMATICS PATHWAYS

### GENERAL MATHEMATICS

Prerequisite for business (some courses), teaching (some only require Unit 1/2), nursing most courses (some only require unit 1/2). Some outcomes include teaching, nursing, business, psychology.

### MATHEMATICAL METHODS

Prerequisite for commerce at Melbourne and Monash Universities, engineering most courses, computer science (some courses), science (some courses), biomedicine/ biomedical science. Some outcomes include lawyer, management, scientist and physiotherapist.

### SPECIALIST MATHEMATICS

Prerequisite for some Engineering courses. Recommended for engineering courses, also courses requiring high level mathematics.

*(Please check full details and prerequisites for your course in the relevant VICTER booklet.)*

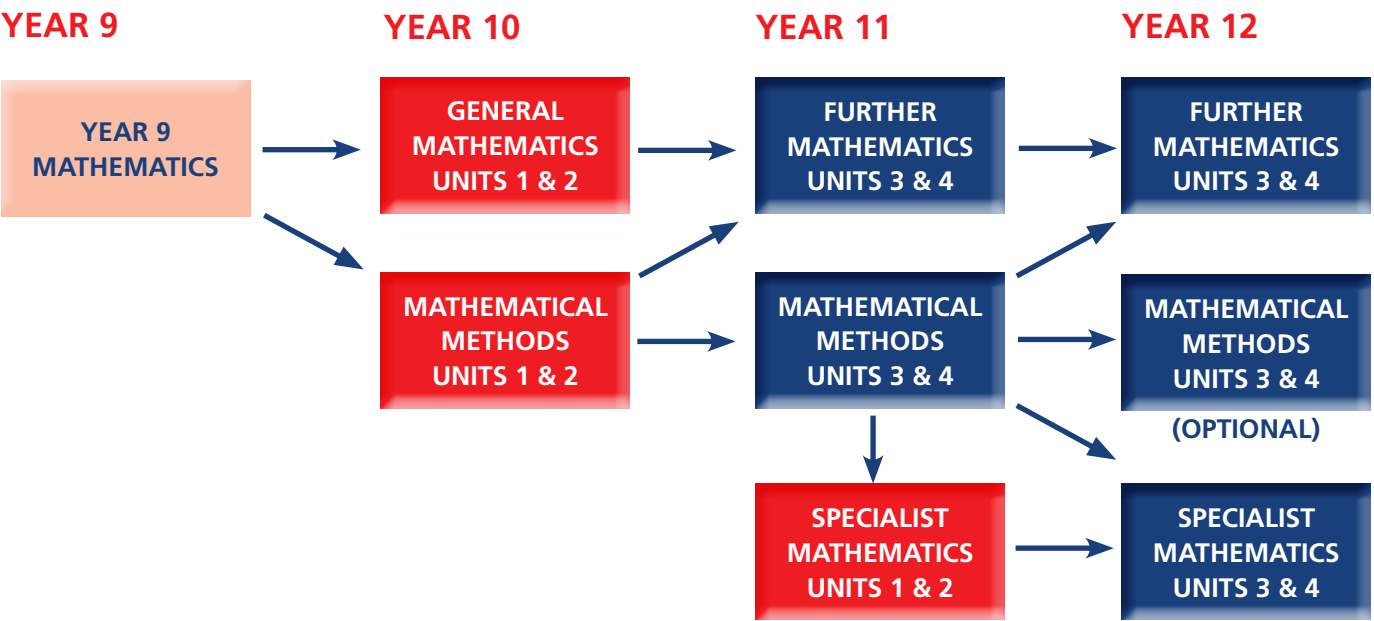
## CALCULATORS

The book-listed calculator for Years 10-12 at Victory is the TI-Nspire CAS (computer algebra system).

The VCE external exams (Mathematical Methods and Specialist Mathematics) are written with assuming students have access to and know how to use a CAS calculator. The Further Mathematics exam assumes students will have either a graphics or CAS calculator.



# Mathematics - Choosing the right pathway



## MATHEMATICS PATHWAYS

Victory Lutheran College is committed to enrolling all Year 10 students into a VCE Mathematics subject. There are two choices for Year 10 students:

- Unit 1 & 2 Mathematical Methods
- or
- Unit 1 & 2 General Mathematics.

## RATIONALE

Unit 1 & 2 General Mathematics allows for more flexibility than a traditional Year 10 Mathematics course. The real life content in Unit 1 & 2 General Mathematics provides a more meaningful mathematical experience than the traditional Year 10 curriculum. This model enables us to put experienced VCE Mathematics teachers in front of Year 10 classes and allows room for future Mathematical expansion subjects such as VCE Algorithms/Coding.

## STUDENT ADVANTAGES

- Allows for more flexibility for students to move up or down depending on their results in the first year
- Allows room for students to improve their Units 3 & 4 maths results if desired, without being disadvantaged
- Allows students to complete two Mathematics subjects (Methods & Further or Methods & Specialist) over three years instead of two
- A Year 10 Mathematics elective is available to help students move straight into Units 1 & 2 Methods

## WHICH OPTION SHOULD I TAKE?

Students who have received "At the expected standard" or "Above the expected standard" as their achievement level on their Year 9 Mathematics reports and "Above Standard" for all the competencies of Algebra, should strongly consider choosing Units 1 & 2 Methods.

Your teachers will make a recommendation based on the final Year 9 report and standardised testing results from the year.

## WHAT YOU SHOULD KNOW

Year 9 students who receive an Academic Award in Semester 1 will still be eligible to apply for an Additional VCE Early Start in addition to their Mathematics course. Alternately, students may otherwise consider a Vocational (VET) course as part of their subject choices, as this can have the same effect as an 'Early Start' and see the VCE spread out over 3 years instead of 2. Students who do this will potentially complete two Unit 3/4 subjects whilst in Year 11, meaning they may do as few as four Unit 3/4 subjects whilst in Year 12.

However, it should be noted that this would still be considered a full-time load for students and all normal expectations will apply as such.

# Health & PE

## DESCRIPTION

Throughout Year 10, students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

## CONTENT

- Health benefits of physical activity
- Lifelong physical activities
- Food and nutrition
- Alcohol and other drugs
- Safety
- Games and sports
- Athletics
- Rhythmic movement (e.g. gymnastics/dance)
- Cultural and indigenous games

## TIME ALLOCATION

Students have 6 lessons of HPE every fortnight. Of these, typically 3 will be theory-based and 3 will be movement/practical-based. It should be noted that participation in practical lessons is compulsory to satisfy the requirements of the Curriculum.

## PATHWAYS

VCE Physical Education, Health & Human Development, Biology, VET Sport & Recreation.

# Economics and the Law

## DESCRIPTION

This semester unit has been designed to provide students, who are considering undertaking studies in VCE Business Management, and Legal Studies, with a solid foundation.

In the Economics component, students will have the opportunity to understand the concept of money and the importance of making informed decisions about how to manage their own personal finances. Students will explore different types of investments, and how to save, earn and protect their money. As students move into the world of work, they will explore the fundamentals of the banking, taxation and superannuation systems.

In the Law component, students will have the opportunity to examine the various areas of the law and be introduced to legal concepts. Students will become aware of their rights and responsibilities within the legal system including the courts system, the role of the police and how the legal system functions so that students can make informed decisions.

## CONTENT

- Investing, saving and spending and using credit
- Scams
- Earning an income, budgeting
- The banking, taxation and superannuation systems
- What is a Law?
- Criminal Law and Civil Law
- The court system
- The Police
- Human rights
- Investigation of a specific area of Law (Technology, motor vehicles or workforce law)

## PATHWAYS

VCE Business Management, Economics, Legal Studies.

# Geography

## DESCRIPTION

The study of Geography at Year 10 is a single semester elective unit. There are two areas of study in the Year 10 curriculum for Geography: Environmental change and management and Geographies of Human wellbeing.

## ENVIRONMENTAL CHANGE AND MANAGEMENT

Through investigation of urban, rural, coastal and inland areas, students will explore environments under threat and the many environmental challenges the world faces in the twenty-first century. They will develop an understanding that the way people and their environments interconnect is vital for explaining environmental changes and helps in planning effective management for a sustainable future.

## GEOGRAPHIES OF HUMAN WELLBEING

Human wellbeing varies from place to place across the world. Using studies drawn from Australia, India, South America and Asia students will investigate how we measure and compare wellbeing, and why there are such spatial variations. Students will investigate world issues such as conflict, third world countries and how organisations and governments devise programs that attempt to improve wellbeing for their own as well as other countries.

## CONTENT

- Managing change (students will investigate one or more of the following areas rural, urban, inland, coastal)
- Sustainability (students will investigate one of more of the following areas rural, urban, inland, coastal)
- Human wellbeing and change-comparing living conditions across the world (Australia, Asia, India and Africa)
- Impacts of economic, political, environmental pressures on wellbeing that may result in conflict forcing people to fight or flee.

## PATHWAYS

VCE Geography, Health & Human Development, Biology, Outdoor & Environmental Studies.



# Literature

## DESCRIPTION

Literature is designed for students who have a passion for literature and enjoy probing deeply into the complex nature of humans and their relations with others, and the places and times they inhabit.

The study of literature aims to involve students in reading, writing and talking about the nature and values within a wide range of literature. Students will study poetry, plays and novels throughout the year. They will be required to respond creatively, be involved in discussions and develop vocabulary and skills that can be applied in Units 1 & 2 English and English Literature.

## PATHWAYS

VCE English Literature, VCE English.

# Indonesian

## DESCRIPTION

The study of Indonesian involves learning the language of the fourth most populous nation on earth. Indonesia was once of great strategic importance, being the fabled spice islands, the sought after land that inspired the great European voyages of discovery, and with every passing year Indonesia looks to be regaining its importance in the world. As this fascinating country of great cultural and natural diversity is a neighbour of Australia's our students could benefit greatly from learning the famously easy language of Indonesia, which is also the same language as is spoken in Malaysia, Singapore and Brunei.

## CONTENT

Students will expand their vocabulary and develop an understanding of all the key grammar. The focus of learning will be on building effective and confident communicators. Speaking, Reading, Listening, and Writing are the four key skills.

To boost general knowledge the language is taught through the context of cultural topics. Key topics include Student Exchanges; Health; Villages and Cities; History of Indonesia.

## LEARNING ACTIVITIES

Students will participate in a wide range of learning opportunities including guided writing, role-plays, on-line activities, comprehension and translation tasks, cultural research, group work and language games. Students will be exposed to authentic texts from a variety of sources including magazines, films, advertisements and songs.

## PATHWAYS

Learning a foreign language has many benefits including boosting mental capabilities, improving communication and interpersonal skills and enhancing cross-cultural understanding. In an increasingly connected world, these skills are becoming more and more important for further study and employment opportunities. Indonesian is the language of nearly 300 million people, and Australia has many close and increasing links with Indonesia in the fields of trade, tourism, security (Indonesian is a very sought after language in the Australian Defence Department), media, politics, law and education.

**NOTE: It is recommended that this elective be taken for a full year, but it can be taken as a semester subject. If taken for a full year it will count as TWO UNITS. Students who have not studied Indonesian in Year 9 are able to study Indonesian in Year 10.**

# Cells, Systems & Organisms

## DESCRIPTION

In this unit students examine the cell as the structural and functional unit of the whole organism. Students investigate the needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between their environments. They investigate how the structure and functioning of systems in living things assist in maintaining their internal environment. This elective will cover two main areas: cells in action and functioning organisms. Students will regularly participate in practical activities to develop their understanding of biological concepts and to develop their practical skills.

## CONTENT

- The cell, its organelles and their functions
- Systems of the human body, their function and interactions with other systems
- Systems in plants, their functions and interactions with other systems

## PATHWAYS

VCE Biology, VCE Physical Education.

# Electronics

## DESCRIPTION

In this unit students will apply the concepts of current, resistance, potential difference (voltage drop) and power to the operation of electronic circuits comprising diodes, resistors, light dependent resistors (LDR) and light emitting diodes (LED) in a hands-on program that focuses on the introduction of electronics studied in VCE Physics. This will lead into a practical task where students will solder together their own electronic circuit and other electronic devices. Students will also have the opportunity to increase their skills in designing, performing and presenting first-hand investigations.

## CONTENT

- Ohm's Law
- Power
- Electronic components
- Meters & Multimeters
- Circuits including soldering

## LEVY

A \$20 levy applies to this unit

## PATHWAYS

VCE Physics.

# Advanced Chemistry

## DESCRIPTION

In Advanced Chemistry, students will have the opportunity to study Chemistry concepts through a range of activities relating to the Chemistry of Carbon and Nuclear Chemistry. We are made up of organic material and so are the plastics and fuels we use in our everyday lives. In this topic we will explore this class of compounds which comprise over 90% of all known chemicals. Through experimentation and investigation students will develop an understanding of polymers, distillation, alcohol, soap and ester production. In the “Nuclear Chemistry” topic we will develop an understanding of the relationships and reactions between metals, ionic and covalent compounds and radioactive materials.

## CONTENT

- Organic nomenclature
- Distillation
- Ester production
- Soap production
- Polymers and their uses
- Yeast fermentation
- Radioactive materials
- Medical imaging
- Chemical reactivity of metals
- Production of ionic compounds

## PATHWAYS

VCE Physics, Chemistry.

# Mathematics Enrichment

## DESCRIPTION

Mathematics Enrichment is a single-semester unit designed for students who choose VCE Mathematical Methods Units 1 and 2 and will allow them additional time and support in the maths area. The elective classes will be designed as tutorial based sessions where students can receive individual support coinciding with their VCE Mathematical Methods tasks. The course outline will follow closely with the VCE Mathematical Methods Units 1 & 2 study design so that students can be upskilled prior to their normal Mathematics classes. Students may be required to complete regular individual assessments to help fill missing gaps and highlight strengths and weakness in their learning. The Mathematics Enrichment class will provide a solid platform for students who are serious about performing their best in VCE Mathematical Methods.

*Only students studying VCE Mathematical Methods can choose this elective.*

## CONTENT

- Graphs - Graphical representation of simple algebraic functions of a single real variable and the key features of functions and their graphs.
- Functions - The behaviour of functions and their graphs is explored in a variety of modelling contexts and theoretical investigations.
- Algebra - The algebra of polynomial functions of low degree and transformations of the plane.
- Calculus - Constant and average rates of change and an introduction to instantaneous rate of change of a function.
- Probability - Concepts of event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams, karnaugh maps, tables and tree diagrams.

## PATHWAYS

VCE Mathematical Methods and Specialist Mathematics.

# Music: Composition

## DESCRIPTION

In Year 10 Music Composition students apply their skills and knowledge of music to the composition of original works. They will learn the fundamentals of musical composition and apply them to writing new music using conventional and non-conventional music notation. In writing music, students make use of industry standard technology including Presonus’ Studio One software, midi controller keyboards and digital audio mixing. They will learn the basics of audio recording including issues surrounding acoustics and microphone selection and placement. They will use music terminology to describe, analyse and express informed opinions about their own and others musical works. Students continue to develop their aural (listening) skills and musical knowledge.

Students may opt to complete both Year 10 Music subjects. However, it is recommended that students wishing to study VCE Music Performance in year 11 complete Year 10 Music: Live Performance as a minimum.

## CONTENT

- Composition and arrangement
- Recording and Audio Production
- Musicianship
- Music Technology

## LEVY

The levy for Music Performance is \$50. This covers a compulsory excursion to the annual VCE Top Class concert in Melbourne.

## PATHWAYS

VCE Music Performance, Music Style & Composition.

# Music: Live Performance

## DESCRIPTION

Live Performance leverages off the many performance opportunities available. Students studying Live Performance will apply their instrumental skills to live performance of original and existing works. They will prepare a cohesive repertoire of pieces from contrasting styles combining appropriate skills to plan, shape and share their works. They will use music terminology to describe, analyse and express informed opinions about their own and others musical works. Students studying Music in Year 10 will continue to expand their knowledge and understanding of the different styles of music. In addition, students will continue to develop their theoretical and aural skills in music further deepening their understanding.

Whilst this Unit can be taken in isolation, students wishing to study VCE Music Performance in Year 11 are encouraged to also undertake Year 10 Music: Composition.

## CONTENT

- Optimising Live Performance
- Repertoire & Set Development
- Performance goal setting & reflection
- Musicianship

## PATHWAYS

VCE Music Performance, Music Style & Composition.



# Art

## DESCRIPTION

In Art students draw on their knowledge and understanding of Design Elements and Design Principles found in Art to undertake a variety of 2D or 3D artworks. Students create designs based on different sources of inspiration, through design development, and examining and analysing recognised artworks by established artists.

In 2D Art, students will explore and trial the application of different mediums, particularly drawing, painting and printmaking methods and techniques.

Using 3D studio forms, students have the opportunity to use different materials such as clay, wire, wood, paper mache and mixed media.

Students will undertake a major independent project and learn about the design process and its emphasis on problem solving. Students will negotiate a design brief, explore a studio form, produce a folio of explorations and present a final outcome. Examples of possible Design project explorations may include Mixed Media Painting, Screen Printing, Fantasy Illustration, Sculpture and Clay Modelling.

Students research, examine and respond to the artwork of recognised artists and Art styles to develop understanding of how design elements, cultural, environmental and historical influences affect artists in their art making. They will learn to analyse and interpret artists and their works. Students compare and contrast art and artists from a variety of periods, representing different styles and cultures.

## CONTENT

- Design Elements
- Painting
- Drawing
- Collage
- Printmaking
- Clay Modelling and Sculpture
- Assemblage and Mixed Media
- Interpreting art and artists

## LEVY

The levy for Art is \$90. This covers all materials provided by the College.

## PATHWAYS

VCE Studio Arts.

# Media Arts

## DESCRIPTION

In Year 10 Media Arts, students create media arts works that represent the world, inform, persuade and educate audiences. Students investigate and integrate a variety digital media processes, tools and techniques. They document their creative thought processes in a design folder and electronic portfolios, recording, interpreting and evaluating design briefs and media products.

Students will have the opportunity to develop a portfolio of digital art and media products working with animation, video, digital graphics, sound editing, web-page creation, and applying critical and creative thinking techniques. The course includes research of Media Arts outlets and analysis of the design works of selected artists and designers.

Students may be introduced to the Adobe Creative Suite software, and be given real-world opportunities to explore desktop publishing by preparing pages for publishing in the 'Stepping Stone' College Magazine.

Students who have an interest in exploring the creative side of digital technology will be interested in this subject.

## CONTENT

- Product marketing
- Photography
- Desktop Publishing, including work for the College Magazine "Stepping Stones"
- Filmmaking & Animation

## LEVY

The levy for Media Arts is \$90. This covers all materials provided by the College.

## PATHWAYS

VCE Studio Art, Visual Communication Design.

# Clever Cooks

## DESCRIPTION

Apart from a response to hunger and the need for sustenance, one of the reasons we eat food is for enjoyment. In this unit students will explore why and how food is cooked and the effect of this on the sensory properties of food. Students will learn and apply a range of processes to produce a variety of dishes.

They will also undertake an inquiry based investigation looking at the processes involved in getting food from Paddock to the Plate, including an excursion to some local businesses.

Completion of this unit will provide students with background understanding and skills that can be used in further food studies as well preparing foods for their own future needs.

## CONTENT

- Why cook food
- How heat is used to cook food
- Methods of Cookery
- Sensory properties and descriptions
- Complex processes
- Food comparison activities
- Designing with food

## LEVY

The levy for Clever Cooks is \$160. This covers all materials provided by the College.

## PATHWAYS

VET Hospitality.

# Year 10 Café

## DESCRIPTION

In this Unit students will learn and practice café skills, making hot and cold snack items as well as hot and cold drinks. They will work as a team and individually preparing items for themselves and serving to the VLC community.

Students will design and produce their own Café foods using the design process.

Completion of this unit will provide students with a background understanding and skills that can be used in further food studies as well as enhancing skills for casual work.

## CONTENT

- Basic Food Safety
- Basic Workplace safety
- Production of a range of Drinks and Snack Items
- Flavour comparisons and sensory descriptions
- Designing with Food
- Team work

## LEVY

The levy for Year 10 Café is \$100. This covers all materials provided by the College that students may take home/consume.

## PATHWAYS

VET Hospitality.



## Electives

# Design Tech: Costume Design

### DESCRIPTION

This subject will focus on the production and manipulation of fibre and materials. Students will create a costume for a fictional character using materials that they have created using techniques such as felting, weaving and printing. The materials used will not be exclusive to fabric and could include polypropylene and recycled objects.

Students do not need to have completed the Year 9 elective in Design Technology to do this subject, but students would be expected to have some prior experience in reading commercial garment instructions.

### LEVY

\$120 to cover the cost of patterns and consumables such as felting wool, printing inks, cotton and notions.

Additionally, students may be required to purchase some additional materials depending on their design choices.

### PATHWAYS

VCE Studio Arts.

# Design Tech: Wood

### DESCRIPTION

This is a project based course. Students are required to design and create a small piece of furniture to fulfill a design brief. A range of student ability levels are catered for in this subject. Students are not required to have prior learning to enrol in this subject, but students who have completed the Year 9 elective, or who are completing this subject in conjunction with a VET subject will be encouraged to complete more advanced projects.

### CONTENT

The content of this subject revolves around the material: timber. We will cover a range of processes and tools, both hand held and electric, which are appropriate for the various projects.

There will be design and folio work conducted throughout the unit.

This is a stand alone subject – previous experience is not necessary.

### REQUIREMENTS

Students are required to bring a display folio for their design work and their pencil case to class. Footwear for practical lessons should be sturdy, leather and fully covered. This is provided by the College if students do not bring their own.

### LEVY

The levy for Design Technology - Wood is \$120. This covers materials provided by the College.

### PATHWAYS

VET Building & Construction, VET Furnishing.



# VET Course Outlines



# VET Hospitality

## CERTIFICATE III IN CATERING OPERATIONS (SIT31013)

### DESCRIPTION

This is a two (possibly three) year course which aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the hospitality industry. It also aims to enable participants to gain units towards a nationally recognised qualification and to make an informed choice of vocation or career path.

### COURSE OUTLINE

In Units 1 & 2 students develop and expand their knowledge of the hospitality industry, covering all base terminology, laws and skills required. Students will study the following units;

- Read and respond to simple workplace information
- Work effectively with others
- Prepare simple dishes
- Source and use information on the hospitality industry
- Use hygienic practices for food safety
- Maintain the quality of perishable items
- Participate in safe work practices
- Prepare sandwiches
- Interact with customers
- Carry out basic calculations
- Show social and cultural sensitivity
- Use food preparation equipment
- Produce dishes using basic methods of cookery
- Clean kitchen premises and equipment

### ASSESSMENT

Assessment is based on the successful demonstration of competencies within each unit. Students must also satisfy the required hours of work in each unit, this includes the practical tasks as well as the completion of written work and assignments.

### LEVY

\$150 per Unit/Semester. This covers all food and consumables.

### WHERE THIS COURSE CAN LEAD

Students who complete Units 1 & 2 will move onto Units 3 & 4 into either the Hospitality Stream or the Commercial Cookery Stream depending on which is being run (alternating years – see table). Those students commencing Hospitality Units 1 & 2 in year 10 will have the option to complete the two streams over 3 years.

#### • EMPLOYMENT

This program gives students a better opportunity to gain employment in the hospitality industry, whether that be a casual job in a restaurant, café or fast food outlet whilst studying or opportunities to gain employment as an Apprentice Chef or Hospitality Trainee upon completion of the 2 to 3 year program.

### WHAT YOU SHOULD KNOW

Students must complete Units 1 & 2 prior to commencing Units 3 & 4.

Classes may be run as a 'Trade Block' one day per week as well as during the normal timetable. You must be willing to attend this after school class and to work some recess and lunch times in the canteen each week if you choose this subject.

### PATHWAYS

Students are advised to commence Hospitality in the year which best corresponds to their preferred Unit 3/4 stream. For example, a student starting Unit 1/2 in 2018, would commence Unit 3/4 in Hospitality in 2019. Students wishing to only do the Commercial Cookery 3/4 stream are advised to commence in 2019, unless they wish to complete 3 years. Note: students intending to complete all 3 years of this certificate must start in Year 10.

YEAR	1ST YEAR	2ND YEAR	3RD YEAR
2018	Hospitality Units 1/2	Hospitality Units 3/4	Commercial Cookery Units 3/4
2019	Hospitality Units 1/2	Commercial Cookery Units 3/4 (2020)	Hospitality Units 3/4 (2021)
2020	Hospitality Units 1/2	Hospitality Units 3/4 (2021)	Commercial Cookery Units 3/4 (2022)
2021	Hospitality Units 1/2	Commercial Cookery Units 3/4 (2022)	Hospitality Units 3/4 (2023)

# VET Building & Construction

## CERTIFICATE II IN BUILDING & CONSTRUCTION (22216VIC)

### DESCRIPTION

This is a two-year course which aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the building and construction or related industries. It also aims to enable participants to gain a recognised statement of attainment and to make an informed choice of vocation or career path.

### COURSE OUTLINE

Units 1 & 2 are designed to build skills for the construction industry. This course develops industry specific knowledge and abilities through studying the following units:

- Work safely in the construction industry
- Workplace safety and site induction
- Provide basic emergency life support
- Communication skills for the construction industry
- Prepare for work in the construction industry
- Safe handling and use of plan and selected portable power tools
- Carpentry hand tools

### ASSESSMENT

Assessment is based on the successful demonstration of competencies. Students must also satisfy the required practical and written tasks as well as the hours of work in each unit.

### LEVY

\$100 per Unit/Semester (plus white card and first aid costs). This covers all building materials.

Note: Students are expected to purchase their own work boots to wear in practical classes.

### WHERE THIS COURSE CAN LEAD

Students who complete Units 1&2 will move onto Units 3&4.

#### • EMPLOYMENT

This program may lead to students gaining employment in trade areas such as carpentry, bricklaying, wall and floor tiling, stone masonry or painting and decorating.

#### • APPRENTICESHIP

This program offers a partial completion of the Pre-apprenticeship – Certificate II in Building and Construction (Carpentry). A pre-apprenticeship qualification is nationally recognised and has recommended training credit into the apprenticeship in the same industry area. A pre-apprenticeship training program prepares the student for entry into a trade based apprenticeship by equipping the student with foundation knowledge and skills. It is anticipated that a student who has completed the Certificate II in Building and Construction Pre-apprenticeship will be in an enhanced position to gain an apprenticeship with an employer in the building and construction industry in Carpentry, Bricklaying, Plastering, Stone masonry, Wall and floor tiling, or Painting and decorating.

### WHAT YOU SHOULD KNOW

Students must complete Units 1 & 2 prior to commencing Units 3 & 4.

For 2nd Year students, additional classes will be run as a 'Trade Block' one day per week. You must be willing to attend these after school classes in your second year if you choose this subject.

First aid and Construction Induction Card (CIC or white card) and basic scaffolding training are a compulsory requirement of the course. You will miss a number of days of school throughout the year. You will need to be highly organised and prepared to catch up on all work missed. Other assessments may be rescheduled for you if they clash with this training, although you will be expected to sit all assessments at their scheduled time upon your return.

# VET Furniture Making

## CERTIFICATE II IN FURNITURE MAKING (MSF20516)

### DESCRIPTION

This is a two-year course which aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the furniture or furniture-related industries. It also aims to enable participants to gain a recognised qualification and to make an informed choice of vocation or career path.

### COURSE OUTLINE

Units 1 & 2 are designed to build skills for the furniture and cabinet making industry. This course develops industry specific knowledge and abilities through studying the following units:

- Develop a career plan for the furnishing industry
- Participate in environmentally sustainable work practices
- Demonstrate care and apply safe practices to work
- Select and apply hardware
- Prepare surfaces
- Join materials used in furnishing
- Make simple timber joints
- Organise and communicate information

### ASSESSMENT

Assessment is based on the successful demonstration of competencies. Students must satisfy the required practical and written tasks as well as the hours of work in each unit.

### LEVY

\$100 per Unit/Semester (plus white card and first aid costs). This covers all building materials.

### NOTE

Students are expected to purchase their own work boots to wear in practical classes.

### WHERE THIS COURSE CAN LEAD

- **EMPLOYMENT**  
This program may lead to students gaining employment in trade areas such as cabinet and furniture making.
- **APPRENTICESHIP**  
Achievement of this nationally recognised qualification and its competencies will provide advanced progress toward reaching competence in units contained in other Furniture Making qualifications.

The Certificate II in Furniture Making Pathways delivers broad-based underpinning skills and knowledge in a range of furniture making tasks which will enhance the graduate's entry-level employment prospects for apprenticeship, traineeships or general employment in a furniture or cabinet making environment. This may include furniture maker, cabinet maker, kitchen and bathroom installer, flooring installer, upholsterer or furniture finisher.

### WHAT YOU SHOULD KNOW

Students who undertake the VCE VET Furniture Making program based on qualifications from the MSF Furnishing Training package may be eligible for:

The award of MSF20516 Certificate II in Furniture Making Pathways

Recognition of up to four units at Units 1 and 2 level and a Units 3 and 4 sequence.

### NOTE

The Units 3 and 4 sequence of VCE VET Furniture Making is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

For second year students, additional classes will be run as a 'Trade Block' one day per week. You must be willing to attend these after school classes in your second year if you choose this subject.

# VET Sport & Recreation

## CERTIFICATE III IN SPORT & RECREATION (SIS30513)

### DESCRIPTION

This is a two year course which aims to develop specific skills and knowledge in coaching and the organisation of sporting events.

During the first year of Certificate III there is a strong practical component. This will include a number of compulsory excursions and camps.

### COURSE OUTLINE

Compulsory Units

- Organising and complete daily work activities
- Apply First Aid
- Respond to emergency situations
- Work effectively in sport and recreation environments
- Follow health and safety policies
- Assist in preparing and conducting sport and recreation sessions.

Elective Units

Students will complete a minimum of 5 elective units which may include:

- Kayaking
- Canoeing
- Climbing
- Bushwalking
- Skiing
- Snowboarding
- Camping

Students in the first year of Certificate III will take on a leadership role and assist in preparing and running the Sport & Rec camps throughout the year. These include the Murray River canoe overnight trip in Term 1. Plus a major camp in Term 3 or 4 where students will choose a focus of either Snow, Water or Mountains.

### ASSESSMENT

Assessment is based on the successful demonstration of competencies. Students must also satisfy the required hours of work in each unit.

Many of the competencies will be assessed during the camps and excursions throughout the year. Students unable to attend these may not satisfy the requirements of the course.

### LEVY

\$250 per Unit/Semester - This covers all compulsory camps and excursions (see assessment) throughout the year.\*

\*There may be extra costs incurred for example, equipment hire.

### NOTE

Due to the organisation and costs associated with these camps, the Semester fee will still apply to students who withdraw from this course after Week 5 of the semester.

### WHERE THIS COURSE CAN LEAD

Students who complete Units 1 & 2 will move onto Units 3 & 4 and complete a full Certificate III in Sport and Recreation.

- **EMPLOYMENT**  
This program provides background knowledge and skills for entry level employment areas such as sports coaching, recreation venues and the fitness industry.
- **TERTIARY STUDIES**  
Students who successfully complete the program have credit towards Certificate IV in Recreation. The program provides a firm foundation of theory and practice to assist with future diploma or degree course in the sport area.

### WHAT YOU SHOULD KNOW

The camps and excursions in Sport & Recreation are a compulsory requirement of the course. You will miss a number of days at school throughout the year. You will need to be highly organised and prepared to catch up on all work missed. By beginning this course in Year 10 and completing it in Year 11, you will need to miss minimal school in Year 12.





# Careers

As students approach the more senior years of schooling they begin to narrow their subject choices and plan career pathways. During this time it is important for students to discuss career options with their parents/guardians, friends, family and teachers. To assist students with these career decisions we have developed a Careers program for students in Years 9 to 12.

In Year 9 students undertake community service and participate in programs such as the Rite Journey and the "World of Work". This helps them to gain an understanding of the attributes and skills required to perform certain roles and occupations in society. It also helps students gain a better understanding of their strengths, weaknesses and talents.

In Year 10 students undertake Work Experience and attend a number of careers excursions such as Army Trades Day and the Health Expo. They also have the opportunity to attend University Open Days and CSU MyDay tasters. Students are encouraged to explore a number of career pathways and engage in as many different career workshops as their studies permit.

In Year 11 students attend a 4 day Melbourne Exploration camp, where they have the opportunity to attend a number of tertiary institutions such as Universities and TAFE's. All Year 11 students are encouraged to attend local, city and interstate Open Days and participate in career workshops. During the year students will have a one on one careers interview with their Careers Coordinator and set career goals and map future career pathways. Students also have the opportunity to attend summer school at a number of Melbourne Universities.

In Year 12 students receive intensive one on one careers counselling with their Careers Coordinator, senior teachers and their mentors. They attend TIS Day in June and have the opportunity to attend University tasters at La Trobe, University of Melbourne and CSU. In term 3 we assist students with their VTAC applications and look at alternative study/career pathways.

The College has a careers notice board and information stand located in the Argus Learning Centre which all students can access before school or during recess and lunch. Career updates and events are published in the Careers Newsletter and morning bulletin and emailed directly to all students. Students and parents/guardians are also encouraged to use the many online resources available such as the Victory Lutheran College Careers website, MyFuture, the job guide, VTAC, VICTER and individual University websites.

Students and parents/guardians are always welcome to book a careers interview with me if they would like to discuss career options and pathways.

**Mrs Janine Hallahan**  
Careers Coordinator



# VET PROGRAM

## 2018 Application Form

APPLICANT DETAILS	
Name	Year Level
VET Program	Venue
<b>STEP 1 - APPLY</b> - Please explain your reasons for undertaking this VET Program and intended career pathway	
<b>STEP 2 - BOOK AN INTERVIEW</b> - Complete by 15th September 2017	
Ensure you fully understand the nature and content of your chosen program, its requirements (coursework, assessment, work placement and transport) and the fees/levies associated with it. Arrange a time to meet with the relevant VET Teacher (on-campus programs) or VET Coordinator (off-campus programs) to discuss your suitability.	
VET meeting with	
Arranged for: Date	Time
<b>STEP 3 - STUDENT AND PARENT DECLARATION</b> - Complete by 15th September 2017	
I understand that the nature and requirements of the requested VET Program and that selection in the program is at the discretion of the College and is dependent upon timetabling constraints and available places. Victory accepts no responsibility for the transport arrangements to/from off-campus VET Programs. I agree to pay all levy fees (on-campus courses) and 50% of fees incurred by the College for off-campus courses as part of my overall fees, including where students withdraw from the course after the cut-off date.	
Student Signature	Date
Parent Signature	Date
<b>STEP 4 - VET INTERVIEW</b> - Take this form to the interview - to be completed by VET Teacher / Coordinator	
Does the student have a good understanding of the program and its content?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the program suitable to the students' pathways and abilities?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the student understand the cut-off dates for enrolment and withdrawal from the VET course and associated fees?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the student understand how they will be assessed and what is required to successfully complete the program?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the student aware of the credit towards his/her VCE/VCAL this course can/cannot offer?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the student prepared to undertake trade blocks/work outside normal school hours?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has the student provided a course/subject map for their proposed pathway?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Approval to enrol?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>(Students must understand that this approval is conditional only and is subject to the College's ability to timetable the program and positions being available in the class.)</i>	
VET Teacher/Coordinator Signature	Date

**PLEASE HAND IN THIS FORM TO THE ADMINISTRATION OFFICE BY FRIDAY 15TH SEPTEMBER 2017**

Copies of this form to be kept by the VET Teacher, VET Coordinator, Head of Senior School and Timetabler. Copies of this form are available on Student Café (Links) or are available from the Administration Office.

# Selecting Subjects

Remember to submit your subject preference online via the website below:

[www.selectmysubjects.com.au](http://www.selectmysubjects.com.au)

Return a printed and signed receipt to the Administration Office

by **Monday, 31st July**



## Glossary

AT	Assessment Task (Unit 1 & 2 level)
Degree	Award for completed University course (usually 3-4 years)
DES	Derived exam score
Diploma	Award for completed university or TAFE course (usually 2-3 years)
Elective	A subject or unit chosen from a range of options
ATAR	Australian Tertiary Admission Rank
ESL	English as a Second Language
GAT	General Achievement Test
Increment	Additional points given for fifth and sixth subjects in the calculation of the ATAR
Infoline	The VTAC Infoline is the telephone service used for the VTAC application process
Prerequisite	VCE studies that you must complete for entry to a course
Primary Four	The first four subjects counted in the calculation of the ATAR. English is always counted first.
SAC	School Assessed Coursework (Unit 3 & 4 level)
SAT	School Assessed Task (Unit 3 & 4 level)
TAFE	Technical and Further Education
VCAA	Victorian Curriculum & Assessment Authority
VCE	Victorian Certificate of Education
VCE Study Score	The score issued by the VCAA. It indicates the relative position in a study.
VET	Vocational Education and Training
VICTER	Victorian Tertiary Entrance Requirements – published two years in advance and annually by VTAC, listing studies needed for entry to University and TAFE courses.
VTAC	Victorian Tertiary Admission Centre
VTAC Guide	VTAC Guide to University and TAFE courses – published in July each year, describing courses and application procedures for the coming year





**VICTORY**  
Lutheran College  
FOUNDATION TO YEAR 12

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