Mary MacKillop Catholic Regional College
Year 10 Handbook 2015
Message from the Principal

Dear Students and Parents,

This booklet outlines the pathways and subjects that are offered to students for study in Year 10. The subjects offered have been carefully chosen to enable wide range of courses offered to Year 10.

The next step is to read the Handbook carefully and choose a course of study that takes into account your student’s hopes, talents, interests and abilities. If necessary you can contact the College and make an appointment with the Careers Counsellor or the Year 10 Coordinator to discuss options. In this way we can help your family choose a pathway that suits your child.

Whatever the choices made, it is important that students keep two things in mind.

The first is that students have an opportunity to earn for themselves a reputation. It is this reputation that is going to open doors to their first full-time job or to further study. By applying themselves to their studies with diligence and commitment, students will earn appropriate comments from teachers. Prospective employers will consider these comments if students apply for jobs upon leaving school. Students who have always studied to the best of their ability will also earn good reputations. These students will gain marks that accurately reflect their abilities. This should make selection of and entry to the tertiary course of choice, a much easier process.

The second thing that students should keep in mind is that there is one thing in their lives that has been constant in the lives of students for some 2000 years now and that is God’s love for them. At Mary MacKillop Catholic Regional College, the Religious Education program is an integral part of the Year 10 program. We hope that when our students leave us that they have developed a faith commitment that acknowledges God’s love for them and the strength that He offers us when we make Him a part of our prayer life.

I wish for all our students entering Year 10, the strength that comes from knowing that God loves us. I can also affirm that the professional, enthusiastic staff of this College is dedicated to the students entrusted to our care and will do everything possible to those assist students in the realisation of their goals and dreams.

Michael Delaney
Principal
Selecting a Senior Pathway

Year 10 usually marks the end of the ‘compulsory years’ of schooling. It is the time to start making decisions about where your future lies, developing a pathway that is right for you. In reality, the majority of students go on to complete the VCE and some will complete the VCAL. However, within the VCE and VCAL there are many choices to make.

Over a number of years, the State and Federal Governments have introduced some significant options for students. This can make the post-compulsory years of schooling more interesting and more suited to your individual learning style and future ambitions. The decisions you make now can affect the directions you will take after you complete your secondary schooling, so it is important to research them carefully!

This information has been prepared for all students entering Year 10 at Mary MacKillop Catholic Regional College. As you move into these senior years, you will choose more specialised subjects to help prepare you for the particular directions you will pursue beyond school. You will need to take care to ensure that you choose a balanced program. The subjects described here are offered by the College to ensure that balance is possible.

Although there are some compulsory subjects to be studied, there are many choices, choices which may help to lead you into the career, or higher education pathway that interests you. You will need to think carefully about the following:

**Personal Interests**
Think about those subjects that you have enjoyed most in the past, these most likely reflect your gifts and talents.

**Personal Abilities**
Which subjects have you performed best at? Your past results are a good indicator here. Try making a list of the subjects that appeal to you, arrange them in your preferred order, and then look back at past reports – to see how your results compare to favorite subjects.

**Personal Needs**
What studies are you likely to need to assist you in achieving your dreams? You should read carefully the VTAC guide or Jobs Guide to better understand the types of subjects that will enhance your chances of attaining your desired course or job in the future.
Selecting a Year 10 Course

Moving into Year 10 is an exciting time for students. It is perhaps the first time many have had to give any real consideration to possible future Pathways. While it is not critical that you study specific subjects at this time, it is advisable to start thinking about those subjects which will best prepare you for Year 11 and 12.

It may be useful to have a look at some of the subjects and Pathways offered at the senior level to assist you with your decision making. Some of you may also wish to look at the VTAC guide or Job guide to help you to learn which subjects will help you toward a particular career path. Chatting with parents or teachers is a very good start.

All Year 10 students are required to indicate their choice for elective subjects. This is the first step in the process of determining the subjects that each student will study.

Based upon the students' initial preferences, we will be able to construct subject ‘blocks’ to allow the greatest number of students to study their chosen preferences. Obviously this will not be possible for all students, so individual guidance and reselection will be necessary in some cases.

It is important that students spend some time looking through the VCE, VET & Elective pages of this information booklet to assist with the planning of a Year 10 course.

Compulsory subjects at Year 10
Each Year 10 student will study the compulsory subjects under the Australian Curriculum; these are:

- Religious Education
- English
- Mathematics
- Science
- Physical Education
- Humanities
Accelerated Learning

Students will be offered the opportunity to apply to undertake VCE or VET units outside of their normal sequence. For some students it may be an advantage to study a VCE Unit 1 & 2 sequence in Year 10 in order to obtain a full six subjects to count in their ATAR for University entry.

Students need to understand that studying a VCE subject out of sequence is a demanding and challenging task. It is expected that students aspiring to take up this option have a record of very good academic progress. It is also important that students understand that there may be academic requirements/preparation associated with a particular VCE subject that students will be expected to have met prior to commencing a unit.
Year 10 Guidelines

Pastoral Care

The pastoral care of students is extremely important part of Mary MacKillop Catholic Regional College, and as such Year 10 students continue to be part of a Homeroom group. Parents and/or students are encouraged to direct any enquiries or concerns they might have regarding pastoral issues through the appropriate Homeroom Teacher.

Submission of Work

The College requires that work is handed in on time and is completed to a required standard. It is the policy of the school that, unless an extension is granted before the due date. Work submitted after that date will not receive a grade. The work must still be submitted and reach a satisfactory standard to demonstrate that the student has achieved the outcome related to the Area of Study. The College policy is that the work must be completed in the next after school redemption class.

Absence from an Assessment Task

If a student is absent from an assessment task for an acceptable reason that would be granted under Special Consideration, then they must:

- Ring the College by 8.55am to register the absence
- Complete a Special Consideration Absence form and provide the necessary documentation.

The student would then be expected to complete the assessment task at the next after school redemption class. The student will be assessed on this work and receive a grade.

If a student is absent from an assessment task and Special Consideration is not granted then the student would be expected to complete the assessment task at the next after school redemption class. The student would receive a zero grade.

Every attempt is made by teachers to avoid scheduling an assessment task when students are absent on school related business. However, this is not always possible, particularly those in Leadership positions and students doing a subject out of sequence. Students who miss an assessment task due to school related business may complete the task in school hours at a time negotiated with the teacher. The student will be assessed on this work and receive a grade.
Failing an Assessment Task/Outcome

For those completing a subject out of sequence, the VCAA policy clearly states that if a student fails, then they may have a chance at redemption. The work must still be completed to a satisfactory standard to demonstrate that the student has achieved the outcome related to the Area of Study. However, the student cannot change the original scored result given for this task. It is the policy of the College that all redemption tasks be completed at an after school redemption class.

Redemption Classes

Redemption classes are normally held after school on one afternoon after school from 3.30 – 4.45PM. Every attempt is made to give students one week’s notice of the need to attend a redemption class. This gives families the chance to juggle other commitments and make transport arrangements where necessary. It is important that the work be completed at that redemption class so that students do not fall behind as we continue with the coursework and move on to other assessment tasks.

Attendance Requirements

The VCAA policy clearly states that a student must meet an attendance requirement in each subject to be eligible to pass. The minimum requirement is 90% of normal class time (45 out of 50 classes). Failure to attend the required amount of classes without ‘Special Consideration’ may result in an ‘N’ for that unit.

If your son/daughter is absent from school they may be eligible for ‘Special Consideration of Absence’. Special consideration forms are available from the senior school office and must include the necessary documentation. Special consideration for absence would normally be granted for reasons including illness or attending a funeral. It would not be granted for reasons including driving lessons or hair appointments. If Special Consideration is granted then an absence on that date will not be used when calculating their attendance record.

Student Reports

All students will receive a written progress report towards the end of Terms One and Three. These reports are collected during the parent/student/teacher interviews. Year 10 students will receive detailed semester reports describing how the student has performed in each aspect of the study.
Year 10 Religious Education

Faith Development

As a Catholic school we are committed to the holistic development of each person in our community. This includes providing as an integral part of college life, opportunities for faith formation. Our college embraces the charism of Mary MacKillop, a woman of great faith whose extraordinary compassion for others is reflected in the values and attitudes of our community. All students at the College are provided with opportunities to help foster their own faith and spiritual development. These include daily prayer, Religious Education, whole-school celebrations of the Eucharist, and social justice activities. These opportunities are integral to the mission of the College, and accordingly, students are expected to participate fully and to enter into these occasions to the best of their ability.

Religious Education Program

Students at this level study a range of aspects designed to deepen their understanding of the Catholic faith. The course explores Gospel values as expressed through the story of Jesus and other significant Christian figures throughout history and how Christians are called to live out their faith in today's world.


An important application of the formal RE curriculum is the attendance at Mass. Each RE class prepares and attends one class Mass each semester.

Students have the option of electing to study the standard Year 10 Religious Education program, or the Year 10 Youth Ministry course, which follows a similar structure but with an ‘Introduction to Youth Ministry’ unit.

The focus of Youth Ministry is influenced by the CSYMA (Catholic Schools Youth Ministry Australia) program. This is a nationally recognized program, fully endorsed by the Bishop of the Sale diocese.

Both Year 10 RE courses offer a good preparation for the VCE RE units studied in Years 11 and 12, and also further Youth Ministry units.
Year 10 English

Students explore a variety of texts of increasing complexity. They will develop skills of interpretation and analysis and will respond creatively and critically with an awareness of audience and purpose.

Aims
Students will be able to

- Interpret, evaluate and process information from a variety of texts.
- Formulate ideas and opinions and express these in appropriate responses.
- Articulate views, feelings and experiences in written and oral forms for a range of audiences and purposes.
- Develop an appreciation of the structures and contexts of traditional and contemporary literature.

Areas of study

1. Reading

It is expected that students will study one major text each term. They should be able to construct meaning from a range of print and non-print texts: fiction, non-fiction, film, media, plays and poetry. Discussion, research, essays, creative writing and other activities will relate to theme, plot, characters and setting.

2. Writing

This will include imaginative/personal, informative, argumentative and persuasive styles, incorporating drafting and editing. The conventions of good writing will continue to be fostered and creativity will be encouraged.

3. Speaking and listening

Activities will include dramatisation, presentation of research, discussion, listening and reporting, debating and problem solving.
Year 10 Mathematics

The study of Mathematics is designed to develop numerical and algebraic literacy, and mathematical problem solving. Students are exposed to a variety of areas of Mathematics that range from concrete concepts of arithmetic to quite abstract concepts of algebra. All students are required to study Mathematics at Year 10.

All students will complete a year of either Extension Mathematics or Standard Mathematics.

The **Standard** classes will run Semester 1 and some classes in Semester 2. These classes will expose students to a variety of areas of Mathematics that will enable them to develop the skills necessary for daily living and working in our society, and include topics such as Business Mathematics, Linear Equations, Algebra Exponential Notations, Measurement and Trigonometry, Statistics, Probability, Quadratic equations and relationships, Further Trigonometry and Geometry. Standard Mathematics will prepare students for General mathematics at VCE level.

The **Extension** Mathematics Course will start during Semester 2 and access the Australian Level10 Standards as well as the Beyond Level 10 Standards, and will cover the same subjects as the Standard Mathematics, as well as topics such as Matrices, Algebra Fruckais and Surds. Extension Mathematics will prepare students for any of the VCE Mathematics options.
Aims

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. It is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

Students are provided opportunities to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

The development of critical and creative thinking skills are encouraged as students challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this “scientific literacy” are well established, including fostering in students the capability to investigate the natural world and changes made to it through human activity.

Areas of study:

**Biology: The study of living things.**
Students will explore how biological systems function and respond to external changes. They will evaluate the evidence for scientific theories that explain the origin of the universe, the diversity of life on Earth and natural selection as a mechanism of change in a population. Students will explore the role of DNA and genes in cell division and genetic inheritance and evaluate new and emerging developments in biotechnology.

**Chemistry: The study of the composition, properties and behaviour of substances.**
Students will explore various topics including atomic structure, the periodic table and the chemical properties and behaviours of elements and compounds. While exploring a range of chemical reactions, students will use atomic symbols to write and balance chemical equations. Students will explain natural radioactivity in terms of atoms and energy change and explore how different factors influence the rate of chemical reactions.

**Physics: The study of forces, motion, matter and energy.**
Students will explain the concept of energy conservation and model energy transfer and transformation within systems. They will explore the relationships between distance, speed, acceleration, mass and various forces to predict and explain motion. Students will study Newton’s Laws of Motion and apply these in various scenarios.

**Earth & Space: The study of the Earth’s dynamic structure and place in the cosmos.**
Students will explore interactions and cycles within and between the Earth’s spheres in terms of geological processes and timescales. They will analyse how the models and theories they use have developed over time and discuss the factors that prompted their review. They will research environmental case studies and predict how future applications of science and technology may affect people’s lives.
Year 10 Humanities

The Year 10 Humanities course is made up of four main areas of study. These are History, Geography, Economics and Civics and Citizenship. Students will study two of these areas each Semester to cover all four areas during Year 10.

Year 10 History

With the implementation of the Australian Curriculum/AUSVELS, all students in Year 10 are now expected to complete studies in History. The only exceptions might include students who are following individual learning plans, students undertaking school-based apprenticeships or students undertaking similar VCE studies in Year 10.

Areas of study

The Modern World and Australia

The Level 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

Depth Study 1: World War II (1939 - 1945)

In this study, students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement.

Depth Study 2: Rights and freedoms (1945 - the present)

Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

Depth Study 3: The globalising world

Students investigate one major global influence that has shaped Australian society in depth, including the development of the global influence during the twentieth century.

Pathways
- VCE Units 1 – 4  History Revolutions
Year 10 Geography

Geography is the study of the physical and human environments from a spatial perspective. It provides students with the knowledge and skills to observe, analyse and describe places on the surface of the Earth. Students’ evolving understanding of their world provides a basis for evaluating strategies concerning sustainable management of the world’s resources.

Areas of study

Unit 1: Environmental change and management

Environmental change and management focuses on investigating environmental geography through an in-depth context study of a specific environment. The unit includes an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews that influence how people see and respond to these challenges. Perspectives of Aboriginal and Torres Strait Islander Peoples support this study. Students investigate a specific type of environment and environmental change in Australia and compare with another country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Unit 2: Geographies of human wellbeing

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This study examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world.

Pathways

- VCE Units 1 – 4 Geography
Year 10 Civics and Citizenship

The Year 10 Civics and Citizenship curriculum will be integrated into the Year 10 History course. The areas of study that it covers are below.

- The development of Australia’s democracy from Federation, the development of the Australian Constitution and the federal system of government.
- Historical and contemporary issues, such as the republican debate, the inclusion of a bill of rights in the Australian Constitution, the design of the Australian flag.
- The concept of human rights with a focus on national and international legislation designed to protect those rights. Key elements of modern democracy, such as the origins, purposes, objectives and constituencies of political parties, and the characteristics and operation of the electoral system.
- Australia’s multicultural society and cultural identity.
- A context study of the role of the Australian Government in the global community including Australia’s role in the United Nations.
- The roles and responsibilities of state and Commonwealth courts and the High Court of Australia through the examination of case studies such as Mabo.

Pathways
- VCE Units 1 – 4 Legal Studies

Year 10 Economics

The Year 10 Economics curriculum will be integrated into the Year 10 Geography course.

In Year 10 Economics, students develop their understanding of how the Australian economy is managed, particularly within the international context. They analyse how macroeconomic and microeconomic policies and programs of governments and other institutions affect them and their fellow citizens. Students develop an understanding of enterprise attributes and skills, and describe the impact of innovation and enterprise on the economy and society.

Pathways
- VCE Units 1 and 2 Accounting
- VCE Units 1 – 4 Business Management
Year 10 Physical Education

Research tells of the benefits of regular physical activity on an individual’s physical, social and emotional health. It is with this in mind that Physical Education is part of the compulsory core curriculum at Year 10. Students participate in regular lessons on theoretical and practical classes for the whole year.

Theoretical lessons will focus on Health Knowledge and Promotion within the Australian curriculum. Practical classes will cover the Movement and Physical Activity Strand, which will also be addressed within the Sport component of Physical Education.

**Year 10 Physical Education Program goals**

1. To continue to develop and foster in our students the ability to participate with success and confidence in physical activities that rely on basic motor skills. This is achieved by the continuing exposure of our students to a variety of team sports and activities.
2. To assess their own fitness and develop initiatives that will allow them to participate in life-long physical activity.
3. Explore the body systems including: Skeletal, Muscle and Cardio Respiratory Systems
4. Explore the relative contribution of three primary energy systems and their interplay in complex games.
5. Develop and understanding of the seven fitness components.
6. Learn to sue skill analysis and game analysis methods to further a student’s ability to interpret the requirements of various team sports.

There is an expectation that all Year 10 students will have and maintain a **full** school PE uniform over the entire year. This includes the school’s blue sun hat.
Subject selection

Selection
The selection process for students is the most important part of the determination of the subjects that will run in 2015. The College initially offers students as many subjects as possible for students section in order to gain an insight as to the demands of what students would like to study.

Determining the allocation of classes
The college goal is to always give as many students as possible the opportunities to study their selected subjects. The program is created based upon the order in which students have chosen their subjects and it will allocate students to their choices based upon this.

Unfortunately sometimes subjects cannot run due to the low numbers of students who have elected to do this subject. This is why the order in which subjects is chosen is so vital.

Choosing the subjects that are right for you
It is vitally important that a discussion takes place at home regarding subject selection. Experience has shown poor subject selection takes place when no discussions have taken place, the result of this is an unhappy years of study.

Sometimes these discussions will be difficult, but they are worth having and not avoiding. When discussing the different subjects that are on offer consider each one as an individual, thinking about your individual pathway is the best start. If you are wishing to go to university some courses may require pre-requisite courses of study and if this is the case that subject should be your highest priority and one you put at the top of your list.

A good method of subject selection is to write a list of all subjects that interest you, not putting anything in a particular order. Once you have written down those that interest you, start to rank them in order of most important to least important. It is strongly recommended that you do this before you complete your electronic submission. Seeing them written on paper might give you a different perspective if you just entered online.

Once you have ranked your subjects ensure that there is consensus that this is the right path of study. If you are unsure between a split in two subjects, ask subject teachers who have taught that subject before submission date.

Remember that subject allocation does not occur according to when people submit their choices online. It makes no difference if you are the first to submit or the last, just ensure that you have submitted your choices by the due date otherwise your decisions will not be taken into account when the subjects running are determined.
Counselling process
After students have been allocated their classes subject counselling will take place. Those who have been allocated all their choices will have a meeting confirming they are happy with their choice. A change in 2015 is that those who do not receive their preference will attend a meeting conducted with Parents, unless specified otherwise. These sessions are designed with the purpose of:

1. Checking that the students and parents understand the subject choices and allocation which has been determined.
2. Moving any classes after the allocations have occurred.
3. Allocation to classes where a student has not been able to obtain a subject of their choice and must determine another subject of study.

Changing subjects
Movement in classes after the counselling process has taken place will only occur if an ‘Application for Subject Change’ form has been completed. This is to ensure that Parents are aware of the subjects that students are studying and understand the impact that a subject change has on their child’s study design.

A copy of this form is found at the back of the handbook.
Choice of subjects for Year 10 2015

Students and Parents will need to make three choices of electives in the program of Year 10 study. There must be one choice made from Religious Education, VET and a final choice from Electives.

Some of the VET courses will be offered at Mary MacKillop Catholic Regional College, whilst others will be offered offsite as part of the South Gippsland Trade Training Alliance. Course outlines for each are located after the tables.

At Mary MacKillop we offer a student led curriculum, this means that the most popular student choice subjects are the ones that will run in 2015. The options in Block A and B are the maximum subjects that could be chosen. This list will reduce once student choices are completed to financially sustainable class sizes.

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<th>Block A - VET</th>
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<td>VET Automotive Mechanical Technology (Cert II)</td>
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<td>VET Building and Construction (Cert II)</td>
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<td>VET Conservation and Land Management (Cert II)</td>
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<td>VET Information, Digital Media and Technology (Cert II)</td>
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<td>VET Laboratory Skills (Cert II)</td>
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<td>VET Plumbing (Cert II)</td>
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<td>VET Production Horticulture (Cert II)</td>
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<th>Block B - Electives</th>
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<td>VCE Physical Education - Unit 1 and 2</td>
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<td>VCE Psychology - Unit 1 and 2</td>
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What is VCE?

General Information

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment. It is even possible to undertake a school-based apprenticeship or traineeship within your VCE.

Studies and Units

A VCE study is made up of units. A unit is usually one semester in length. Most VCE studies have four units but you do not have to take all four units. Units 1 and 2 are usually attempted in Year 11. Units 3 and 4, which are more advanced, are usually attempted in Year 12. While you can take Units 1 and 2 as single units, you must take Units 3 and 4 together as a sequence in the same year.

A VCE program will generally consist of 20 to 24 units taken over two years, although the number of units completed in each year can vary. If you are planning to take Units 3 and 4 studies in Year 11, remember that these are substantially more difficult than Units 1 and 2.

What must be included in a VCE program?

To earn your VCE, you must satisfactorily complete at least 16 units. Regardless of how many units you do altogether, you must satisfactorily complete at least three units from the English group. VTAC advises that for the calculation of the ATAR, students must satisfactorily complete both Unit 3 and Unit 4 of an English sequence.

You must also satisfactorily complete three sequences of Unit 3 and 4 studies from other subjects. These sequences can be from VCE studies and/or VCE VET programs.

Satisfactory completion of VCE units

Each unit has between two and four outcomes. The outcomes describe what you are expected to know and be able to do by the time you have completed the unit. Satisfactory achievement of these is based on the teacher’s assessment of your performance on assessment tasks designated for that unit, in accordance with the Victorian Curriculum and Assessment Authority (VCAA) requirements. The school advises the VCAA of every unit satisfactorily completed. At the end of each year the VCAA will issue a Statement of Results to all students enrolled in VCE units.

Satisfactory completion is reported as an [S]. Unsatisfactory results are indicated by an [N].
What is VET?

General Information

VET (Vocational Education and Training) in schools combines nationally recognised training with the Victorian Certificate of education. This allows senior secondary students to have access to vocational education and training programmes as part of their secondary studies to improve their access to a wider range of post school pathways.

VET in schools programs are an integral part of the VCE

Any number of the units required for satisfactory completion of the VCE can be VET in school units. Each recognised VET in schools program has full status within the VCE Unit 1-4 structure. Most VET programs will include a VCE Units 3/4 sequence, and VET in schools programs that include a Units 3/4 sequence may contribute to a student’s ATAR upon satisfactory completion of the VCE.

All VET in schools programs are based on industry training packages. They contribute to both TAFE and VCE certificates, and include structured workplace learning. All studies articulate with employment and further education and training, and are delivered under the auspice of a Registered Training Organization (RTO).

Entry requirements

Entry to any of these programmes requires consultation between parents, students and the Careers/Pathways advisor to ascertain a student’s suitability and the impact this will have on their Senior School program.
Choose one from the following VET offered by Mary MacKillop Catholic Regional College and South Gippsland Trade Training Alliance:

- VET Agriculture (Cert II)
- VET Applied Fashion Design and Technology (Cert II)
- VET Automotive Mechanical Technology (Cert II)
- VET Building and Construction (Cert II)
- VET Carpentry (Cert III)
- VET Conservation and Land Management (Cert II)
- VET Electrotechnology (Cert III)
- VET Information, Digital Media and Technology (Cert II)
- VET Laboratory Skills (Cert II)
- VET Plumbing (Cert II)
- VET Production Horticulture (Cert II)
- VET Sport and Recreation (Cert II)
If you love fashion, working with fabric and design and would like to progress to a career in the fashion industry, this could be the perfect starting point for you.

This course introduces you to all facets of the fashion design and production process. Through the design process, you will learn how to create fashion illustrations, both by hand and digitally, put together colour and fabric proposals, draft patterns and sew garments. You will learn all of these skills in purpose built, industry standard facilities and on the latest industrial equipment, taught by industry professionals.

Applied Fashion Design and Technology will provide you with basic design and development skills and knowledge to prepare for work in the fashion industry. This program allows for creative expression to be developed and displayed in the practical projects undertaken. Opportunities will be provided to acquire and develop skills in sewing, design processes, working with patterns, applying quality standards and interpreting basic sketches.

Qualification and recognition
This program is a VET in Schools program and is part of your VCE or VCAL program. Students who receive a Units 3 and 4 sequence will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

Career and further study opportunities
The VCE VET Applied Fashion Design and Technology program will assist you in pursuing a career in the fashion industry through vocational or higher education Pathways. Completion of Certificate II in Applied Fashion Design and Technology provides you with the opportunity to be employed as a junior in the fashion industry.

Further Information
VET Building and Construction Certificate II

The Certificate II in Building and Construction (Carpentry) is a pre-apprenticeship course that's a first step to getting an apprenticeship in the building industry or in carpentry. It is a comprehensive course based on hands-on experiences. It involves both theory and practical skills in building and construction, with an emphasis on carpentry. This course aims to help students to complete broad-based training in housing and commercial construction, equipping you with the type of skills and knowledge an employer looks for when hiring an apprentice.

The VET Building and Construction program provides you with the knowledge and skills to enhance your employment prospects in the building and construction industry. The program offers partial completion of the pre-apprenticeship and includes units such as safe handling of plant and power tools, quality principles for the building industry, calculations and workplace documents and plans. Stream specific units focus on providing foundation skills necessary for the chosen sectors in industry areas: carpentry, bricklaying, painting and decorating, wall and ceiling lining, wall and floor tiling and solid plastering.

Qualification and recognition
This program is a VET in Schools program and is part of your VCE or VCAL program. Students who receive a Units 3 and 4 sequence will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

Career and further study opportunities
Further training in this qualification is required for completion of the pre-apprenticeship which can lead into an apprenticeship in the building and construction industry, in areas such as general construction, painting and decorating, bricklaying/ block laying or carpentry – framework/formwork/finishing. As a qualified tradesperson, potential occupations may include: carpenter, joiner, painter or bricklayer. This qualification also provides a pathway into para professional Careers through vocational or higher education into roles such as a building project manager, surveyor or site manager.

Further Information
The VET Agriculture, Horticulture, Conservation and Land Management program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in related industries.

Certificate II in Conservation and Land Management provides you with the knowledge and skills to enhance your employment prospects in the conservation and land management industry. This program covers areas in plants, natural area restoration, parks and gardens and wildlife. Core units of competency in the program include work health and safety and participating in environmentally sustainable work practices. Whilst elective groups allow you to focus on areas of interest including natural area restoration, plants, pest management and parks and gardens.

Qualification and recognition
This program is a VET in Schools program and is part of your VCE or VCAL program. Students who receive a Units 3 and 4 sequence will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

What career and/or employment opportunities will I have?
Completion of Certificate II in Conservation and Land Management can enable you to undertake roles in conserving and protecting parks, bushland, creeks and rivers. Employment opportunities exist in a variety of roles in conserving and protecting parks, bushland, creeks and rivers. With additional training and experience, future employment opportunities may include conservation assistant, field officer, land management officer and natural area restoration supervisor. There are also many volunteering opportunities available whilst undertaking this certificate.

Further information:
VET Information, Digital Media and Technology Certificate II

The VCE VET Information Technology program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills that are reflective of the information technology industry but also offer the flexibility to meet the needs of a range of enterprises and businesses.

Certificate II in Information, Digital Media and Technology will provide you with the necessary knowledge and skills associated with the day-to-day operation of a user of Digital Technologies and Media. The program will include aspects of Health and Safety, digital photography, maintaining computer systems, creating audio and video packages, computer package basic skills, digital image editing and computer hardware care.

Qualification and recognition
This program is a VET in Schools program and is part of your VCE or VCAL program. Students who receive a Units 3 and 4 sequence will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

What career and/or employment opportunities will I have?
Certificate II in Information Technology is an entry level qualification that provides general computing skills that enable participation in an information technology environment in any industry. Potential occupations may include office or administrative assistant, records officer or helpdesk officer.

Further information:
The VCE VET Laboratory Skills program is drawn from a national training package and offers a portable qualification which is recognised throughout Australia. The qualification provides students with a pathway to work in a wide range of enterprises and industry sectors such as process manufacturing, food and beverage processing, biotechnology, biomedical research, pathology testing, mining, chemical, forensic, environmental analysis and education.

Certificate III in Laboratory Skills will provide you with the necessary knowledge and skills associated with the day-to-day operation of a laboratory and associated technical tasks such as sampling and testing. Units 1 and 2 of the program include recording and presenting data, planning and conducting laboratory/field work, maintaining the laboratory fit for purpose, with electives such as performing basic tests and assisting with fieldwork included. Units 3 and 4 offer scored Assessment and incorporate units such as performing aseptic techniques, contributing to the achievement of quality objectives, preparing working solutions and performing microscopic examinations.

Qualification and recognition
This program is a VET in Schools program and is part of your VCE or VCAL program. Students who receive a Units 3 and 4 sequence will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

What career and/or employment opportunities will I have?
Completing the Certificate III in Laboratory Skills will assist you in pursuing a career in a range of enterprises and industry sectors in areas such as biological testing, biotechnology, chemical testing, construction material testing, environmental monitoring, food testing, pathology testing and scientific glassblowing. Employment opportunities exist in positions such as an environmental field assistant or laboratory assistant. Certificate III in Laboratory Skills also provides opportunities for para-professional Careers through vocational and higher education Pathways which can lead to employment opportunities in positions such as Laboratory Technician, Health Care Scientist or Pathology Technical Officer.

Further information:
VET Sport and Recreation
Certificate II

The VET Sport and Recreation program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the sporting industry. These sporting industries could include Local and Elite Football, Netball and sporting organisations. This course will be a practical and interactive program which allows students to foster their coaching and organisational skills that are applicable to sport. You are not limited by working in a sporting club, you could assist with community based sports programs or in the retail industry. The Certificate II in Sport and recreation provide a pathway for students who wish to continue with their sporting studies into higher education.

Certificate II in Sport & Recreation is an entry level qualification which provides you with the knowledge and skills to enhance your employment prospects in a sporting environment. This certificate will give you an understanding of Sport & Recreation fundamentals within the Australian context and will help you gain employment in an entry level sport or recreational role. Depending on the electives chosen, the VCE VET program includes hands on units such as, Assist in conducting outdoor recreation sessions, Coach beginner or novice participants to develop fundamental motor skills and Assist in preparing and conducting sport and recreation sessions

**Qualification and recognition**
This program is a VET in Schools program and is part of your VCE or VCAL program. Students who receive a Units 3 and 4 sequence will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

**What career and/or employment opportunities will I have?**
Completion of Certificate II in Sport & Recreation will assist you in pursuing a career in a sporting or related environment through vocational or higher education pathways. Potential occupations may include Recreation assistant (working at or for a sporting club), Administration assistant (working for a fitness centre) or Community activities assistant. This qualification reflects the role of individuals who perform a range of fundamental and practical skills in the sporting sector

**Further information:**
Block B

Choose from either:

- VCE Accounting Units 1 and 2
- Year 10 Art
- VCE Biology Units 1 and 2
- VCE Drama Units 1 and 2**
- Year 10 Food Technology
- VCE Music Units 1 and 2**
- Year 10 Product Design
- VCE Physical Education Units 1 and 2
- VCE Psychology Units 1 and 2
- Year 10 Visual Communication

**Please note that VCE Drama and VCE Music will only run every second year. If students wish to study either Drama or Music as part of their VCE studies they must select it as a subject out of sequence in Year 10, as it will not be offered when they are in Year 11**
VCE Accounting
Units 1 & 2

Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. It plays an integral role in the successful operation and management of businesses.

VCE Accounting focuses on small business. Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations. Units 2, 3 and 4 then focus on a single activity trading business where students build on and extend their accounting skills.

Unit 1 - Establishing and operating a service business
This unit examines the resources required and discuss the knowledge and skills necessary to set up a small business. It examines reporting and financial data and looks at accounting information, for a sole proprietor of a service business.

Unit 2 - Accounting for a trading business
This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business using an accrual recording system to determine profit.

Assessment
Examples of assessment are Folio of exercises (manual and ICT-based), tests and case studies.

Further Pathways
Further studies this can lead to include VCE Units 3 and 4 Accounting, VCE Units 3 and 4 Business Management.

Career Opportunities
There are many career opportunities for students who have completed Accounting, including employment in: Accounting, Banking, Finance, Office Work, Retail & Sales, Stockbroking, Valuation, Small Business, Bookkeeping and Management.
Year 10 Art

Students will engage in image and object making, designing and constructing, both digitally and in a range of materials. They will use art and design thinking and create works through the use of problem solving processes. They will produce a folio of work in a range medium.

Students will develop a thorough understanding of visual arts and respond to both ethical and cultural knowledge. They will explore a range of artists working both in present and past and reflect upon their own artworks - through research, writing and oral discussion.

**Duration**

In Semester One, students will experience 2-Dimensional art making techniques, including Painting, Drawing, Printmaking and Mixed Media.

In Semester Two, students will develop a folio in 3-Dimensional techniques, including sculpture and clay, and Visual Communication methods, including advertising and technical drawing.

**Assessment Tasks**

- Workbook - Visual Diary
- Folio - including annotation
- Completed Works
- Written Report
- Examination

**Home Study Expectations**

- Develop a sketchbook
- Visit exhibitions and events
- Written work and research

**Pathways**

- Studio Arts - Unit 1, 2 and 3, 4
- Visual Communication - Unit 1, 2 and Unit 3, 4
- VET Certificate II in Applied Fashion and Design
- VET Certificate III in Applied Fashion and Design

**What career and/or employment opportunities will I have?**


Art Exhibition Curator, Gallery Exhibition/Events coordinator.
Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It includes the study of the dynamic relationships that exist between living things and their environment and the challenges of survival. Students develop knowledge of bioscience and skills of science inquiry and the values and attributes that will help them to consider issues and implications associated with the application of biological techniques and technologies.

**Unit 1 - Unity and diversity**
This unit studies the composition and activity of cells, and their structure and function at light and electron microscope levels. The common requirements of living things including energy, nutrients and exchanging gases are studied. Students further develop knowledge and understanding through a variety of practical investigations.

**Unit 2 - Organisms and their environment**
This unit examines environmental factors common to all habitats and investigates structural and physiological adaptations of organisms to particular ecological niches. Plant growth responses, and the behavioral and reproductive adaptations of animals are also investigated. Students conduct fieldwork to investigate and monitor ecosystems and to explore the impact of humans and our lifestyles on the environment.

**Assessment**
Students are assessed in both theory and practical aspects of the course. The range of assessment tasks may include practical reports, fieldwork reports, research assignments and projects, topic tests and examinations.

**Further Pathways**
Further studies this can lead to include Unit 3 & 4 Biology.

**Career Opportunities**
Biology has become a diverse field with applications in a variety of areas. It has become increasingly relevant in society and to the lives of the general public; for example, in conservation, and in the implications of genetic and other types of research. Biological knowledge is also relevant to a number of professions ranging from the Biomedical and Biotechnological Sciences to Environmental Management, Conservation and Ecotourism.
Drama develops personal and social identity. Through work as solo and ensemble performers and engagement with the work of drama practitioners, students develop an appreciation of drama as an art form and develop skills of criticism and aesthetic understanding.

**Unit 1 – Dramatic Storytelling**

This area of study focuses on using play-making techniques to devise and develop solo and/or ensemble performance/s based on a range of stimulus material relevant to the student’s personal cultural and/or community experiences and stories. Students explore a range of naturalistic and non-naturalistic performance styles and draw on these styles as they respond to a given structure and stimulus material.

The area of study also focuses on recording and documenting the play-making techniques used in the development of this performance work.

**Unit 2 – Non Naturalistic Australian Drama**

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians. Conventions appropriate to the selected performance styles are also explored. Students’ knowledge of how dramatic elements can be enhanced or manipulated through performance is further developed in this unit.

**Assessment**

Examples of assessment are Journal writing, Report writing, Performance, Media Presentation, Oral presentation and Response to structured questions

**Further Pathways**

This can lead to further studies within the entertainment industry including the study of Acting. Also administration and management, theatre and event production.

**Career Opportunities**

Careers this study can lead to film are stage acting, directing, producing, script and screen writing.
Year 10 Food Technology

Description
In this unit students will investigate how making informed food choices when it comes to dietary options can lead to improved health and well-being. They will learn how to manage hygiene and safety, cooking processes and techniques and the basics of the food groups as part and apply this knowledge and understanding to processes and production skills.

Students will use the design process to investigate, design, produce and evaluate a range of meals and snacks based on an understanding that they have made food choices that will positively impact on their future.

Duration
This course is run over one semester. Students who wish to complete another semester of Food Technology are advised to complete Exploring Food 2.

Assessment Tasks
Assessment of practical skills is ongoing throughout the semester. Student progress is also monitored through the design briefs, investigation work and the design project that are completed during the course. There is an examination at the end of the semester.

Home Study Expectations
Written work including research, investigation and planning are expected to be finished as part of regular homework. Evaluations of production classes, including photographic evidence, need to be completed and maintained as part of a folio. Revision of notes on a regular basis may also help prepare students for the exam and assist their preparation for VCE studies.

Pathways
This course provides an excellent foundation for VCE Food and Technology. Students wishing to pursue VET Hospitality have covered some of the basic food preparation skills and hygiene and safety. The nutrition component of this subject is an introduction to work covered in Unit 2 Health and Human Development.

What career and/or employment opportunities will I have?
VCE Music
Units 1 & 2

This study engages students in the study of music as a performer, as a creator of music works or arrangements and as a person who studies music works from diverse cultural and historical traditions. Through a study of the music of others and experimentation in their own music making, students are able to demonstrate and discuss meaning in music. Each unit in music includes: music making, listening and aural perception, music language and the study of music works, and approaches to music making in historical and cultural context.

Units 1 and 2 - Music Performance
These units focus on performance in solo and group contexts, studying approaches to performance and developing skills in aural comprehension. Selected works are analysed to enhance performance interpretation and to understand their contexts, influences, characteristics and style.

Requirements
There are no prerequisites for entry to Units 1 and 2, however, it is highly recommended that students have approximately three years of prior experience on a musical instrument or in voice.

Assessment
Assessment tasks for these units include solo and group performances, a demonstration of technical work and exercises, performance of unprepared material, aural tasks and composition.

Further Pathways
Units 1 and 2 lead to further study in Units 3 and 4 in Music Performance or Music Style and Composition.

Career Opportunities
There are many career opportunities for students who have completed Music studies, such as Composer, Film Music Editor, Ethnomusicologist, Recording Engineer, Instrumental Teaching, Professional Musician, Music Therapist or Music Classroom Teacher.
Year 10 Product Design

Students will apply the Product Design Process - investigating, designing, producing and evaluating solutions to design challenges for clients. Design Briefs are developed which underpin the research, planning and prototyping which take place in a Workshop environment as students develop their design ideas. Folios are maintained to document and record design decisions and progress with practical work. Safe use of tools, machines and equipment are learned and practised throughout the course. Timber will be used as the focus material for products but students are encouraged to consider the incorporation of additional alternative materials when designing.

Duration
Students may study this course in either Semester One or Semester Two, or they may choose to extend themselves by undertaking a two semester sequence (Product Design I & Product Design II). The full year option would require students to develop significantly more challenging and complex design projects in the second semester.

Assessment
Assessment to gauge and assist student achievement will be ongoing throughout the course and student progress will be monitored through folio work, practical skills development and the ability to realise solutions to design problems. Regular self-review, peer critiques and evaluation of planning and production work will also form an integral part of assessment for learning.

Home Study Expectations
Research, investigation and planning associated with individuals' product designs are expected to be conducted as part of a regular homework routine to enable students to effectively implement plans during practical classes at school. Regularly revising and updating folio records should also form a part of this home study routine.

Further Pathways
This course provides an excellent foundation for further studies in VCE Product Design & Technology Units 1, 2 and 3-4, and solid grounding in similar folio-based VCE Studies such as VCE Studio Arts and VCE Visual Communication Design. The practical nature of the course also provides valuable experience with safe operational procedures useful for those wishing to explore Vocational Education or Trade Certificate pathways.

The vast range of further education courses this can lead to includes, but is not limited to, Associate Degree in Design - Furniture, Diploma of Building and Construction - Building, Advanced Diploma of Building Design - Architectural, Bachelor of Engineering - Building Engineering, Diploma of Product Design, Bachelor of Engineering - Product Design, Advanced Diploma of Applied Fashion Design and Technology, Associate Degree in Fashion Design and Technology, Bachelor of Design - Industrial Design, Advanced Diploma of Jewellery and Object Design.

What career and/or employment opportunities will I have?
Product Design can provide pathways to a range of related fields such as Industrial, Product, Interior and Exhibition Design, Engineering, and Fashion, Furniture, Jewellery, Textile and Ceramic Design at both professional and vocational levels. Moreover, Product Design can inform sustainable behaviours and develop technical skills to present multiple solutions to everyday life situations. It contributes to creating confident and unique problem solvers and project managers well equipped to deal with the multi-disciplinary nature of modern workplaces.
VCE Psychology
Units 1 & 2

In the VCE study of Psychology, students explore complex human behaviours and thought processes. They develop empathetic understandings and an understanding of mental health issues in society. Students are given the opportunity to apply psychological principles to everyday situations such as workplace and social relations. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour.

Unit 1 - Introduction to Psychology
In this unit students are introduced to the nature and scope of psychology as a scientific discipline, the investigation of human behaviour and the mental processes that determine it, including perception, cognition and emotion. Human behaviour is examined in social situations where certain behaviours are seen to be a consequence of environmental processes. Research methods are integrated within the different methodological approaches to psychology.

Unit 2 - Self and others
In this unit students learn about different methods and models that describe and explain human behaviour. This unit focuses on internal physical, chemical and biological processes that inform behaviour. Students also look at individual behaviour in social situations where behaviour can be influenced by attitudes. Research methods continue to be integrated within the different approaches to psychology.

Assessment
Assessment can take the following forms: research investigation annotated folio of practical activities, oral presentation using two or more data types, for example still or moving images, written text, sound, media response, visual presentations, debates and data analysis.

Further Pathways
Units 1 & 2 lead to further study in Units 3 & 4 Psychology

Career Opportunities
The study of Psychology leads to opportunities in a range of careers including: Counselling Psychologists, Clinical Psychologists, Educational and Developmental Psychologists, Forensic Psychologists, Sport & Health Psychologists, Organisational Psychologists
Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study, which is approached through both the study of, and participation in, physical activity.

**Unit 1 - Bodies in Motion**
In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

**Unit 2 - Sports coaching and physically active lifestyles**
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students are also introduced to physical activity and the role it plays in the health and wellbeing of the population, gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan.

**Assessment**
Assessment can take the following forms: A practical laboratory report, a case study, data analysis, a visual presentation, a multimedia presentation, an oral presentation, a written report and a test.

**Further Pathways**
Further studies this can lead to Sports Science, Teaching, Podiatry, Sports Psychologist, Chiropractor, Sports Marketing, Health Promotion, Sports Management, Personal Training, Physiotherapy, Coaching, Myotherapy, Osteopathy, Facility Manager and Sports Medicine. As well as Units 3 & 4 Physical Education.

**Career Opportunities**
This study design is relevant to students with a wide range of expectations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as human movement, nursing or physiotherapy, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits.
Year 10 Visual Communication

Students will learn to apply the design process to create effective visual communications. Design Briefs provide reference points from which students undertake research, generate ideas, develop and refine concepts and resolve final presentations which satisfy requirements of the Briefs. Skills in the use of design elements and design principles are practised, along with the selection and use of a variety of media, materials and technologies. Two- and three-dimensional drawing methods using both freehand and instrumental drawing techniques are explored and students learn to use manual and electronic production systems, including tablet applications, PC software programs and digital photography. Target audience characteristics are also considered as students develop visual design solutions in the fields of Information Design, Environmental Design and Product Design. The work of professionals in these fields is also investigated.

DURATION
It is recommended that the Visual Communication Elective program will be studied over the year (Semester One and Two consecutively), however each semester unit may be studied individually.

ASSESSMENT
Student achievement is assessed through Skills Development Tasks, Visual Design challenges and work developed and refined within individual Drawing and Design Folios. Examples of assessment tasks may include, but are not limited to:
- Pictorial Drawing Systems
- Corporate Identity Design and Branding, including development of logos
- Packaging Design
- Architectural Sketching and Rendering
- Australian Standards Engineering Drawing
- Information and Communication Design, including marketing, advertising and promotion
- Photography
- Digital Artwork Production, including Photoshop applications.

HOME STUDY EXPECTATIONS
- Research and Investigation
- Skills practice
- Folio development
- Maintaining a Visual Diary

Further Pathways
- VCE Visual Communication Design - Unit 1, Unit 2 and Units 3-4 Sequence
- VCE Studio Arts – Unit 1, Unit 2 and Units 3-4 Sequence

There is a vast range of further studies this can lead to depending upon student interest and expertise. Examples of further education courses include, but are not limited to:
- Advanced Diploma of Visual Arts
- Bachelor of Creative Arts - Visual Communication Design
- Bachelor of Teaching / Bachelor of Arts - Visual Arts
- Bachelor of Visual Arts and Design
- Certificate IV in Visual Arts
- Diploma of Audiovisual Technology
- Advanced Diploma of Graphic Design
- Bachelor of Creative Media - Graphic Design
- Bachelor of Visual Arts - Graphic Design/Multimedia
- Associate Degree in Illustration
- Advanced Diploma of Applied Fashion Design and Technology
- Associate Degree in Fashion Design and Technology
- Bachelor of Applied Design - Branded Fashion
- Bachelor of Fashion - Apparel Engineering and Design
- Associate Degree in Design - Furniture
- Bachelor of Design - Architecture
- Bachelor of Design - Interior Architecture
- Foundation Studies Art, Design and Architecture Stream

Career Opportunities
Some typical fields of practice and possible future career options which studies in Visual Communication can lead to include:
- Graphic Design
- Advertising
- Marketing
- Cartography
- Illustration
- Package Design
- Advertising
- Exhibition and Display Design
- Business Graphics
- Architectural Design
- Drafting
- Interior Design
- Landscape Design
- Engineering Design and Drafting
- Industrial Design
- Furniture Design
- Fashion Design
- Technical Illustration.
In the event that students wish to change subjects at any stage, they must have:

- sound reasons for doing so, in discussions with the relevant Year Level Coordinator and Careers Coordinator, and
- obtained advice from the subject teacher they are wanting to change from and teacher advice from the subject teacher they would like to change to.

Changes can only take place if there is:

- sufficient room within the class they wish to enter it;
- does not involve major adverse shuffling around of the student’s other subjects;
- it is a realistic option in terms of that student’s capabilities and career aspirations
- consultation with respective Year Level Coordinator, Key Learning Area Leaders, Deputy Principal – Teaching and Learning and parent/guardian

<table>
<thead>
<tr>
<th>Name</th>
<th>Homeroom</th>
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<tbody>
<tr>
<td>Career Pathway (please circle)</td>
<td>Apprenticeship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Subjects</th>
<th>Proposed Change(s)</th>
</tr>
</thead>
</table>

The reason(s) I am requesting to change subjects is because…

Please obtain signatures in the order outlined below. I have:
<table>
<thead>
<tr>
<th>Number</th>
<th>Task to be completed</th>
<th>Teacher Signature</th>
<th>Change Supported (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Consulted with my current teacher to seek further advice and exit the class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Consulted with the teacher of the proposed new subject to seek further advice asking their recommendation to enter the class</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>Discussed with the relevant Year Level Coordinator that a change is being considered and the associated reasons for doing so.</td>
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</tbody>
</table>

**Parent/Guardian**

I have discussed the proposed change of subject and support the change, understanding that this change may involve additional expenses e.g. text books or specialised equipment. I understand that this subject change is a request only and that we will receive written notification via the College Planner of the outcome of this request.

<table>
<thead>
<tr>
<th>Parent Name</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Parent Signature</th>
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</table>

Completed applications for a change of subjects in Semester 1 2015 must be submitted to the Year Level Coordinator by **Friday 13th February 2015**.

Return this completed form to the relevant Year Level coordinator.

**Office Use only**

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Options File updated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VASS updated (If required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change communicated to Class Teacher and Year Level Coordinator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Glossary of terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACARA</strong></td>
<td>Australian Curriculum, Assessment and Reporting Authority responsible for a national curriculum from kindergarten to Year 12</td>
</tr>
<tr>
<td><strong>ATAR</strong></td>
<td>The Australian Tertiary Admissions Rank is calculated from the results achieved in VCE Units 3 and 4. (Previously the ENTER score)</td>
</tr>
<tr>
<td><strong>GAT</strong></td>
<td>General Assessment Task. It is used by ACARA to check that schools are marking school-assessed tasks to the same standard.</td>
</tr>
<tr>
<td><strong>LEARNING OUTCOMES</strong></td>
<td>Learning Outcomes define what students will know (key knowledge) and be able to do (key skills) as a result of undertaking the particular course of study.</td>
</tr>
<tr>
<td><strong>SAC</strong></td>
<td>School Assessed Coursework</td>
</tr>
<tr>
<td><strong>SAT</strong></td>
<td>School Assessed Task</td>
</tr>
<tr>
<td><strong>SEMIESTER</strong></td>
<td>Half a school year</td>
</tr>
<tr>
<td><strong>STUDY DESIGN</strong></td>
<td>Describes the units available within the study and prescribes the objectives, course structure and assessments.</td>
</tr>
<tr>
<td><strong>UNIT</strong></td>
<td>A semester length component of study representing about 100 hours of work, of which about 50 hours are spent in class.</td>
</tr>
<tr>
<td><strong>UNITS 1 AND 2</strong></td>
<td>Units designed to approximate the Year 11 level of difficulty.</td>
</tr>
<tr>
<td><strong>UNITS 3 AND 4</strong></td>
<td>Units designed to approximate the Year 12 level of difficulty.</td>
</tr>
<tr>
<td><strong>VCE</strong></td>
<td>Victorian Certificate of Education</td>
</tr>
<tr>
<td><strong>VETIS</strong></td>
<td>Vocational Education and Training in Schools.</td>
</tr>
<tr>
<td><strong>VICTER</strong></td>
<td>Tertiary Entrance requirements. Tertiary Courses have specific VCE Unit requirements for entry.</td>
</tr>
<tr>
<td><strong>VCAA</strong></td>
<td>The Victorian Curriculum and Assessment Authority</td>
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<tr>
<td><strong>VCAL</strong></td>
<td>Victorian Certificate of Applied Learning.</td>
</tr>
<tr>
<td><strong>VTAC</strong></td>
<td>Victorian Tertiary Admissions</td>
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</tbody>
</table>