HALLAM
SECONDARY COLLEGE

2026
Senior School
Pathways Handbook

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Introduction

HSC Senior Pathways Program Handbook

Welcome to Hallam Secondary College. Whether you are already a student of the College or new to us, I want to thank you for considering our Senior Pathways Program for your son or daughter.

We believe that Hallam Secondary College provides outstanding opportunities for senior secondary students. More importantly we are committed to ensuring that every student is successful and ready to follow their dreams.

We have a proven track record of achieving excellent outcomes for students across a range of programs from academic VCE pathways to university to applied learning pathways into vocational training and employment.

At the heart of this success is an absolute belief in the ability of every student to shine – no matter what their background, ability or character. We combine the values of Achievement, Care and Equity with the very best contemporary practice in teaching, learning and technology.

We are a community and family focused College with student interests at the heart of everything we do. As a smaller secondary College, we genuinely know every learner. Our smaller class sizes, personalised programs and caring environment allow us to focus on the development of every individual.

At Hallam Secondary College senior students can choose from a broad range of programs and specialisms including;

- over 20 VCE subjects
- VET courses in key employment sectors, and
- our Centres of Excellence including the Sports Academy, Centre for Creative and Performing Arts (CAPA)

All learning is built on high expectations, teaching excellence and state of the art facilities including our Trade Training Centre and Sports Academy.

We ensure every student has a personalised and flexible program that is negotiated with the individual student, their family and our experienced careers counselling team. Students receive regular feedback on their progress and mentoring to achieve their goals.

We know a great school is not just about individuals. When a student joins our College they are joining a strong team that is pulling in the same direction to achieve great things. We are proud of our students and their achievements and we hope that you will want to join our team.

Simon Sherlock
Executive Principal

Selecting a VCE Program

At Hallam Secondary College all students in Year 11 and 12 are Victorian Certificate of Education (VCE) students.

The VCE at Hallam is a 3 year journey with units that need to be satisfactorily completed over the course of Year 10, 11 and 12.

Units 1 and 2 are usually completed in Year 10 and 11, and Units 3 and 4 are usually completed in Year 11 and 12.

Each unit per semester includes:

- 50-60 hours in class
- 30 hours of structured homework
- 20-30 hours of independent study (revision)

At Hallam Senior College we expect students undertaking the VCE Course to satisfactorily complete a minimum of 22 units.

Students will:

- Complete 1 unit per semester in Year 10
- Complete 5 units per semester in Year 11 (1 of which is English)
- Complete 5 units per semester in Year 12 (1 of which is English)

Year 10	Year 11	Year 12 ATAR	Year 12 VM
Subject 1 Unit 1 &2	English Unit 1&2	English Unit 3&4	English or Literacy
	Maths Unit 1&2 (Recommended)	Subject 2 Unit 3&4	Maths (Foundation)
	Subject 3 Unit 1&2 or 3&4	Subject 3 Unit 3&4	PDS
	Subject 4 Unit 1&2	Subject 4 Unit 3&4	VET & WRS
	Subject 5 Unit 1&2/VET	Subject 5 Unit 3&4	Subject 5 Unit 3&4

In the middle of Year 11 students will undergo significant course counselling and be assisted in selecting a Certification that they will complete in Year 12. The choices comprise of VCE – ATAR (Australian Tertiary Admissions Rank) or VCE – VM (Vocational Major).

We strongly encourage students to consult the study outlines in this handbook before they select their program.

Many of the decisions made about subject choices during course counselling can affect access to study and career options in later years. It is extremely important that informed decisions are made.

To obtain a VCE certificate students select a program over two years that satisfies the requirements of the Victorian Curriculum Assessment Authority (VCAA). There is provision for students to take longer to complete their studies and to change direction during that time. Students need to choose a meaningful course of study which will provide pathways into further study or employment.

Students should consider the following guidelines and factors when choosing a VCE program and subjects.

1. Future Options

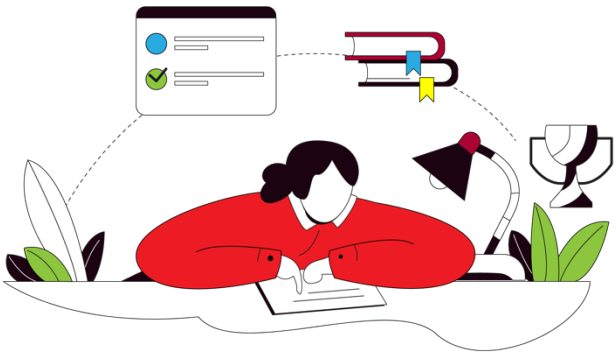
In choosing a VCE course, students should endeavour to keep career and further study options as open as possible. Consider two or three possible VCE courses rather than just one.

2. Prerequisite Subjects for Tertiary Courses

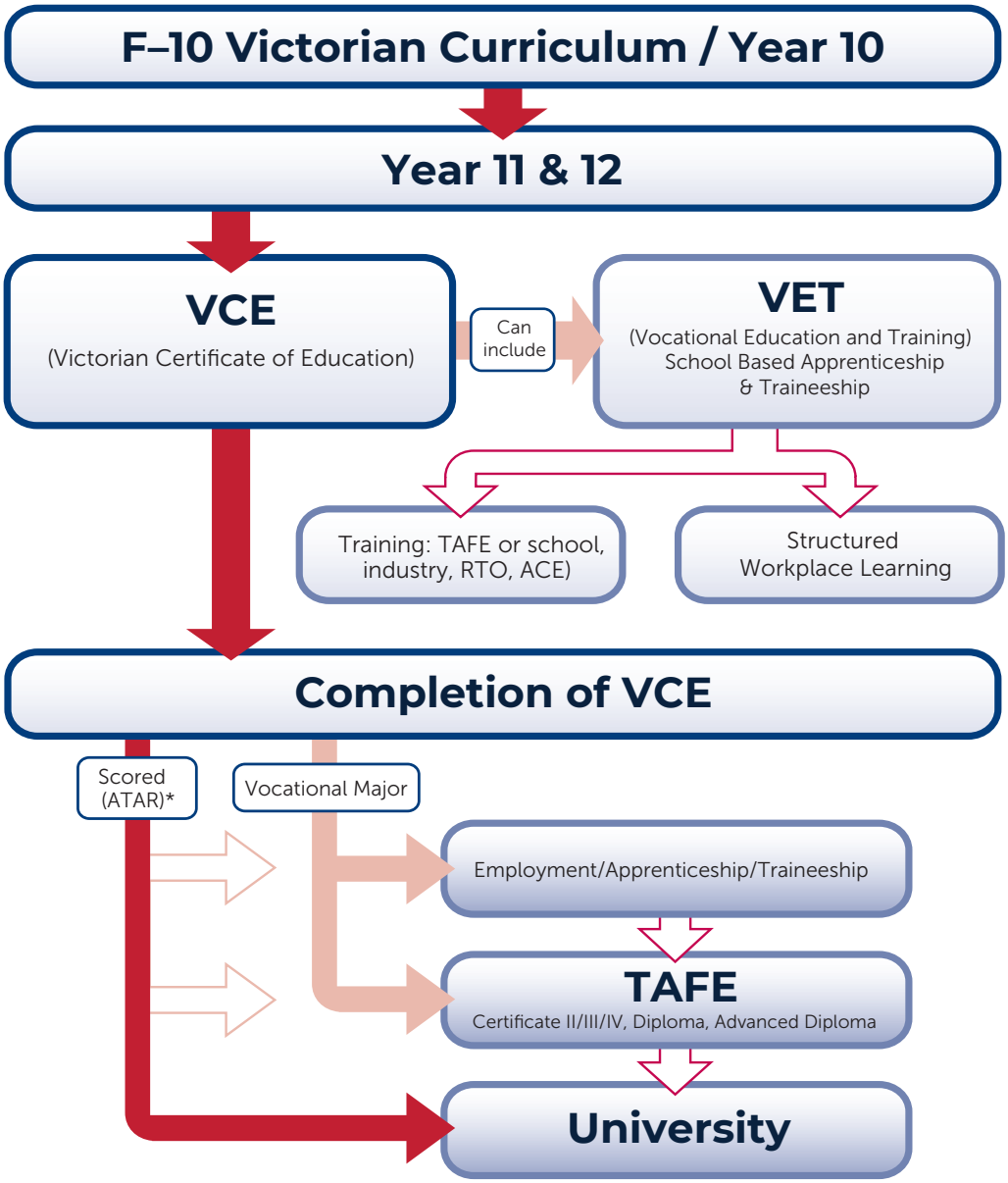
Many courses at Universities and TAFEs have prerequisite studies. Students should research the prerequisites for courses they are interested in. Prerequisites are compulsory to gain entry into those courses.

3. Interests and Abilities

It is important that a student choose studies which interest them and in which they can achieve. Students who choose unwisely and are unable to cope with a study may lose confidence and find themselves struggling in other studies as well.



2026 Learning Pathways



*Direct entry into university the following year

I want to go to...

Pathway after Year 12	VCE Scored (ATAR)	VCE Vocational Major
Employment	✗	✓
Apprenticeship/Traineeship	✗	✓
TAFE	✓	✓
University	✓	✗

2026 Senior Subjects & Certificates

YEAR 10 Subjects

Compulsory subjects all year					Electives – Choose 4 over the year			
					CAPA	**Innovation**	**Sports**	**Justice**
English/ EAL	**Maths**	**Health** *Rights Responsibilities Respectful Relationships* **P.E** *Physical Activity*	**Science** *Biology, Chemistry, Psychology, Physics*	**Humanities** *Geography, History, Economics, Civics and Citizenship*	Rehearsal 1 Rehearsal 2	Workshop 1 Workshop 2	Training 1 Training 2	Justice 1 Justice 2
					Photography Art New Media	Drama Music Food Studies		IT Sport Science Health Pathways

VCE subject options for Year 10
Must Choose 1 VCE Subject`

Art Biology Business Management	General Maths Health and Human Development Legal Studies	Outdoor & Environmental Studies Physical Education	Psychology Sociology

VCE Subjects

Proposed – *dependant on student selection numbers*

Art Biology Business Management Chemistry	English/EAL Foundation Maths General Maths Health and Human Development	Legal Studies Math Methods Outdoor and Environmental Studies Physical Education	Physics Psychology Personal Development Skills Sociology Work Related Skills

VCE Vocational Major - VET Certificates

Proposed – *dependant on student selection numbers and subject to change.*
*Note some of these courses are in transition * Transition plans are in place*

VCE VETs (Scored assessment as an ATAR subject)

VET Business
RTO: TBC
BSB30120 Certificate III in Business

VET Community Services
RTO: TBC
CHC32015 Certificate III in Community Services
(Incorporating CHC22015 Certificate II in Community Services)

VET Creative and Digital Media
RTO: 0109 Australian College of the Arts Pty Ltd (COLLARTS)
CUA31020 Certificate III in Screen and Media

VET Health Services Assistance
RTO: TBC
HLT33115 Certificate III in Health Services Assistance

VET Cookery
RTO: TBC
SIT20421 - Certificate II in Cookery

VET Information Technology
ICT30120 Certificate III in Information Technology
(Incorporating ICT20120 Certificate II in Applied Digital Technologies)

VET Music – Performance
RTO: 0109 Australian College of the Arts Pty Ltd (COLLARTS) CUA30920 Certificate III in Music (Performance)

VET Music - Sound Production
RTO: 0109 Australian College of the Arts Pty Ltd (COLLARTS) CUA30920 Certificate III in Music (Sound Production)

Unscored Certificates

VET Building & Construction
RTO: 22249 Hallam Secondary College
22614VIC Certificate II in Building and Construction Pre-apprenticeship (*Partial completion)*

VET Beauty
RTO: 22249 Hallam Secondary College SHB30121 Certificate III in Beauty Services

VET Salon Assistant
RTO: 22249 Hallam Secondary College SHB20216 Certificate II in Salon Assistant

VET Hair & Beauty
RTO: 22249 Hallam Secondary College SHB20216 Certificate II in Salon Assistant (Incorporating units from SHB30121 Certificate III in Beauty Services)

VET Heavy & Light Rail
RTO: 22249 Hallam Secondary College
22537VIC Certificate II in Heavy & Light Rail Fundamentals

VET Fitness
RTO: TBC
SIS30321 Certificate II in Fitness

VET Sport Coaching
RTO: TBC
SIS20321 - Certificate II in Sport Coaching

VET Visual Arts
RTO: TBC
CUA31120 Certificate III in Visual Arts

Certificates Accessible Offsite

VET Automotive
RTO: TBC
AUR20720 Certificate II in Automotive Vocational Preparation (accessible offsite)

VET Plumbing
RTO: TBC
22569VIC Certificate II in Plumbing (Pre-apprenticeship) (accessible offsite)

VET Electrotechnology
RTO: TBC
UEE22020 Certificate II in Electrotechnology (Career Start) (accessible offsite)

At the time of publication, all RTO's, course codes and titles are correct. Hallam Secondary College reserves the right to change the external RTO it partners with and will update any course codes and titles as they are changed on the national register. Any future students will be advised of such changes prior to enrolment.

It is recommended that all students access the VCAA website to access more detailed information on these courses: https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/VETProgramVideoLibrary.aspx

All prospective students can access the course guide links to all external courses offered onsite at Hallam by visiting the college website.

Year 10 at Hallam Secondary College

The Year 10 curriculum provides opportunities for all students to experience new options while at the same time undertaking core requirements that provide a solid foundation for students to move into the VCE.

A clear and detailed pathway is developed for each student as they progress from Year 10 to Year 11 and then Year 12. In August all Year 10 students participate in an extensive careers program and counselling to choose units of study as part of their pathway plan for the senior years. Year 10 students are supported in making this transition to senior school by a full and rigorous interview and program selection program.

Year 10 students will make selections of electives that provide them with the opportunity to experience a broad range of subject areas before they enter Year 11. All Year 10 students will select a VCE subject. This will allow them to experience what it is like to study an VCE course as well as giving them an additional two units to contribute to the completion of their Year 12 certificate.

The core curriculum for Year 10 students gives all learners an opportunity to have a broad range of learning experiences. The elective program allows students to select subjects based on personal interests and passions.

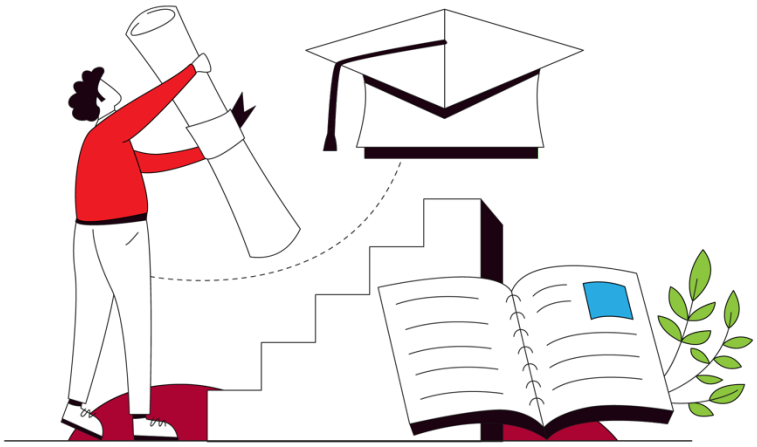
Each Year 10 student will undertake the following core units:

- English
- Maths
- Science
- Humanities
- Health
- P.E

Each Year 10 student will choose electives in the following way:

Centre of Excellence students will select	**Non-Centre of Excellence students will select**
Justice/Workshop/Training/Rehearsal 1 and 2 + 2 electives from any area	4 electives

Please see the following information for detailed course descriptors to assist in making informed choices.



Year 10 Compulsory Subjects

Year 10 English

In studying English, texts and language are the central concepts. Reading and viewing across a range of text types focuses on creating, analysing, understanding and interpreting texts, and developing students' reflective and critical analysis skills. The study of language includes the competent use of language and the development of students' knowledge and understanding of linguistics.

Students learn to appreciate and enjoy language and develop a sense of its richness and its power to evoke feelings and form and convey ideas, inform, discuss, persuade, entertain and argue.

This subject focuses on developing core skills in the three modes of language, literacy, and literature. The focus of the language is students' development in comprehending text structure and organisation, as well as language for interacting with others and expressing and developing ideas in spoken English and in using it for communication in both formal and informal contexts. Students develop literature skills through building their ability to create and respond to texts. Students develop their literacy skills through word knowledge, analysing and interpreting texts, and creating their own texts.

Understanding texts and recognising how language works within them is necessary for success at school and beyond. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

In Year 10, students will study many texts, including audio-visual texts, novels, short stories and articles. They will have the opportunity to respond creatively and analytically, and are encouraged to consider their own connections to the texts. The details of these texts are published in the book lists which are available in Term 4 each year.

Students for whom English is an Additional Language (EAL) and who will be eligible to study EAL at VCE, may participate in mainstream English units, but will be assessed on the EAL continuum rather than according to Victorian Curriculum standards.

Key Knowledge:

In English, students investigate a wide range of written and spoken texts in print and electronic forms, including:

- Literary texts such as novels, short stories, non-fiction, poetry and plays
- Film, media and other multimodal texts Personal writing.

Key Skills:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non- linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Year 10 English as an Additional Language

EAL Special Requirements

To be eligible for EAL enrolment, a student must not have been taught in a school where English is the major language of instruction for more than 7 years prior to the year in which a student commences Year 12. EAL Eligibility Assessment is carried out by the EAL Coordinator upon enrolment at Hallam Secondary College.

English as an Additional Language (EAL) is compulsory for students who qualify under the specific guidelines for EAL support. The course addresses the English language needs of the students and focuses on improving their reading, writing, speaking and listening skills in English, to support their Secondary School goals and Further Education goals.

In addition, improvement in English skills will enable students to more successfully interact socially with their English-speaking peers and negotiate their way through various aspects of Australian society.

This subject focuses on developing core skills in the three modes of language, literacy, and literature. The focus of the language is students' development in comprehending text structure and organisation, as well as language for interacting with others and expressing and developing ideas in spoken English and in using it for communication in both formal and informal contexts. Students develop literature skills through building their ability to create and respond to texts. Students develop their literacy skills through word knowledge, analysing and interpreting texts, and creating their own texts.

The development of skills for encoding English into its written form as well as skills for composing, editing and presenting a range of written genres is focused. It involves the development of knowledge about writing strategies and conventions and includes writing for print and electronic media and performance.

In Year 10, students will study many texts, including audio-visual texts, novels, short stories and articles. They will have the opportunity to respond creatively and analytically, and are encouraged to consider their own connections to the texts. The details of these texts are published in the book lists which are available in Term 4 each year.

Key Knowledge:

- Literary texts such as novels, short stories, non-fiction, poetry and plays
- Film, media and other multimodal texts
- Personal and analytical writing

Key Skills:

- Produce and respond to oral texts, read and respond to written texts and communicate in written English for social interaction and in the school context across the curriculum
- Understand and produce written English texts which are used in a variety of contexts
- Identify how different contexts affect the way spoken and written English is used and interpreted
- Understand the relationship between text and context, audience and purpose
- Control over the linguistic structures and features of written English.

Year 10 Mathematics

Mathematics is a core subject all students will undertake in Year 10. The students will expand on their number and algebra, geometry and measurement and statistics and probability skills throughout the first semester that will draw on the skills required for their future personal and work lives. The maths class will integrate problem-based learning and explicit teaching of the maths skills to develop a deeper understanding. The students will conduct weekly investigations to develop their fluency, understanding, problem solving and reasoning proficiencies in their mathematical knowledge. They will explain their thinking and communicate the results to other members of their class.

With this in mind, all students complete a core Mathematics curriculum during Semester One which provides the background knowledge common to all Year 11 Mathematics subjects. In Semester Two, students enrol in either Mathematics Methods Year 10 or General Mathematics Year 10 based on their interests, career aspirations and recommendation from their maths teacher.

Key Knowledge:

Semester One: General Maths

- Use algebra to solve equations and model real world situations with and without the use of technology
- Substitute values into formulas to determine an unknown and rearrange formulas to solve for a particular term
- Solve measurement problems involving volume, surface area, similarity, Pythagoras' theorem and trigonometry
- Understand the symmetry of the unit circle and use radians as an alternative measure of angle

Semester Two: General Maths

- Calculate measures of centre and spread, interpret the relationship between two variables and discuss the validity of statistical claims
- Determine probabilities, use Venn diagrams and probability tables to determine probabilities of chance events
- Implement algorithms using a general- purpose programming language.

Elective: Maths Methods

- Simplify and perform the four operations with surds and algebraic fractions
- Factorise algebraic expressions by taking out a common algebraic factor
- Solve simple quadratic equations using a range of strategies
- Graph a range of functions including parabolas, circles, hyperbolas and exponential functions
- Apply knowledge of percentages to real world contexts such as profit and loss, discounting, GST and simple and compound interest

Year 10 Humanities

Students will continue with their studies in Humanities as a core subject. Focusing on the four strands; Civics and Citizenship, Business and Economics, History and Geography, students will expand their investigative skills to explore the challenges of society nationally and globally.

Civics and Citizenship

In studying civics and citizenship students will develop knowledge and understanding of Australia's representative democracy and the key institutions, processes, and roles people play in Australia's political and legal systems. The curriculum explores how the people, as citizens, choose their governments, how the system safeguards democracy by vesting people with civic rights and responsibilities, how laws and the legal system protect people's rights and how individuals and groups can influence civic life.

Key Knowledge:

- Analyse key elements of the Australian government democratic system
- Analyse the challenges of Australia maintaining a resilient democracy and cohesive society.
- Compare and contrast Australia's system of government with other countries.
- Become active and informed citizens, looking through multiple perspectives and evaluating the factors that influence identities and attitudes to diversity

Business and Economics

In studying Business and Economics students will explore and develop their critical thinking skills by investigating contemporary economic and business issues and events. The students will demonstrate an understanding of the choices made that can impact the social, economic, business and environmental aspects around the world. Overall, this unit will build the student's confidence is making informed choices to secure their own financial well-being

Key Knowledge:

- Describe economic indicators as a measurement of economic performance and their influence on economic decision-making
- Examine the changing patterns of Australia's international trade and costs and benefits of globalisation
- Investigate the cost-benefit analysis of a business and justify the most appropriate course of action
- Discuss consequences of business decisions intended and unintended

History

History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. The students will develop their critical and creative thinking skills by constructing arguments and debates on the challenges faced in societies from the past and present. Furthermore, students will explore the history of World War II, including the struggles of Australian soldiers on the Kokoda Trail and the impacts and legacy of the Holocaust

Key Knowledge:

- Explain the causes of World War II
- Investigate significant places where Australians fought
- Examine the experiences and perspectives of those who fought or were deployed overseas, including Aboriginal and Torres Strait Islander Peoples and women
- Examine the diverse experiences and perspectives of the different groups during the period of the Holocaust including perpetrators, victims and bystanders.

Geography

In Geography students will interpret, analyse and evaluate the importance of different areas in the world. The students will explore the elements of location, and environment and analyse how the characteristics of an area can develop the culture and place of human beings. They will further develop an understanding of how these elements interconnect and change the characteristics of people, their wellbeing and the area. While using this information the students will form insights on how changes have occurred overtime and predict future outcomes.

Key Knowledge:

- Understand the ways of measuring human wellbeing in places, and how these can be applied to measure differences between countries
- Compare reasons for and implications of spatial differences in human wellbeing at a local scale and regional scale in Australia and in a country in Asia
- Investigate reasons for and implications of spatial differences in the wellbeing of Aboriginal and Torres Strait Islander Peoples at local and regional scales
- Investigate the role and responses of international and national government and non-government organisations in improving human wellbeing at a local or regional scale

Year 10 Science

Science will continue to be a core subject the student undertakes in Year 10. Science allows the students to explore and investigate the unknown. The students will predict outcomes and through scientific investigation discover whether these predictions are true.

The students will answer important questions about the biological, physical and technological aspects of the world. Moreover, students will expand their creative and critical thinking skills and analyse their scientific experiments by drawing evidence-based conclusions on local, national and global issues in biology, chemistry, earth and space science and physics.

Key Knowledge:

- The transmission of characteristics between generations involves DNA and genes
- The theory of evolution by natural selection explains biodiversity and is supported by scientific evidence
- The atomic structure and properties of elements are used to organise them in the periodic table
- The Law of Conservation of Mass and the rearrangement of atoms in chemical reactions
- The affecting factors on reaction rates
- The motion of objects involves the interaction of forces and the exchange of energy
- The generation of electricity using multiple modalities
- The Universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used
- To understand the purpose of space exploration
- Scientific understanding is refined over time through a process of review by the scientific community
- The values and needs of contemporary society can influence the focus of scientific research.

Year 10 Health and Physical Education

The domain of Health and Physical Education aims to educate students in developing critical life skills to ensure they can make healthy lifestyle choices, both now and into their future. At Hallam Secondary College we acknowledge the importance of the whole person and the benefits of maintaining a healthy life balance. Curriculum units will comprehensively cover topics relating to a healthy mind and body whilst supporting lifelong learning goals.

The Health strand will focus on what is health and will explore the issues that have an impact on students' own health and individual development. Various health promotion programs and behaviours will be examined. The concept of identity will be explored and how this changes as we grow and are influenced by various factors around us. Same sex relationships will be explored through the investigation of how empathy and ethical decision making contribute to respectful relationships. Contemporary social issues of domestic violence and gambling will also be analysed. This strand links to VCE Health and Human Development.

The Physical Education strand will focus on designing, implementing and evaluating personalised plans for improving or maintaining students' own and others' physical activity and fitness levels. They apply relevant training principles and methods to improve performance within physical activity at an individual level. Improvements in performance, in particular fitness, depend on the ability of the individual to gain, apply and evaluate knowledge and understanding of training. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual. This strand links to VCE Physical Education.

Key Knowledge:

Health:

- Identity – self, community and others
- Harm Minimisation
- Respectful Relationships
- Domestic Violence and Gambling

Physical Education:

- Training Programs
- Fitness testing
- Training principles and methods
- Driver Education

Year 10 Electives

Year 10 Art

Students will explore a range of materials and techniques including printmaking, drawing, sculpture, and painting. There will be a strong focus on developing skills to create their own artworks. Students will be analysing artworks from historical and contemporary artists. They will find artists who influence their own style and subject matter with research and discussion.

Year 10 Drama

Students will develop skills, capability and confidence across the 4 strands of Drama. They will develop and refine expressive and performance skills, experiment with design areas and technologies, and apply relevant conventions of styles in purposeful and creative ways. This is informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts, such as countries or regions in Asia and the work of Aboriginal and Torres Strait Islander Peoples. Student's awareness and knowledge of diverse drama practices and styles inform their own drama works. They work individually and collaboratively with peers and teachers to explore, develop practices, create and present a performance.

Year 10 Food Studies

This subject explores an introduction to a variety of cooking methods and the design process with a variety of foods. Students will look at the influences on food choices and connecting the food we eat with health, nutrition, and the world around them. Students will also focus on building a digital recipe scrapbook, planning, making, and evaluating meals that represent healthy choices. There is a focus on developing technical production skills working in a safe and hygienic manner.

Year 10 Health Pathways

Students explored health and human development through a variable student driven course. Students have been challenged to understand their own attitudes, life issues, values, and ethics in a variety of health and human development and social issues. Students are supported to make decisions about their own health in regards to nutrition, respectful relationships, sexual health, smoking, drugs and alcohol. Students have been asked to challenge each other's opinions and attitudes and critically reflect on their own opinions regarding the above topics.

Year 10 Outdoor Education

Students explored Outdoor and Environmental Studies through a practical and theory-based program. The course encouraged students to develop knowledge and skills in areas such as environmental sustainability, water safety, and responsible outdoor practices. Students were challenged to reflect on their own values, attitudes, and behaviours in relation to the natural environment and personal safety. Through activities and class discussions, students made informed decisions about managing risks in outdoor environments and considered the importance of protecting natural areas for future generations. They were encouraged to challenge one another's ideas and critically reflect on their own environmental impact and safety awareness.

Year 10 IT (Information Technology)

The study of Information Technology, Integrated Technology and Robotics is the focus of this subject. There will be a focus on the development of the hardware and software to implement in a real-life setting. This will lead the students into confidently operating and creating software and computer systems. There will be a project component to this subject that will enable students to build technology to assist us in our daily lives.

Year 10 Music

Students learn the foundations of Brazilian Samba Drum music. They are introduced to Samba rhythms and the instruments involved specific to the culture and style of Brazilian Samba (Batucada). Students explore the elements of music, experience playing rhythms together in an ensemble, solo and improvisation. Students perform a variety of tasks to assist in leading an ensemble. They experience analytical listening and develop their aural skills to interpret sounds which influences their own compositions and performances.

Year 10 New Media

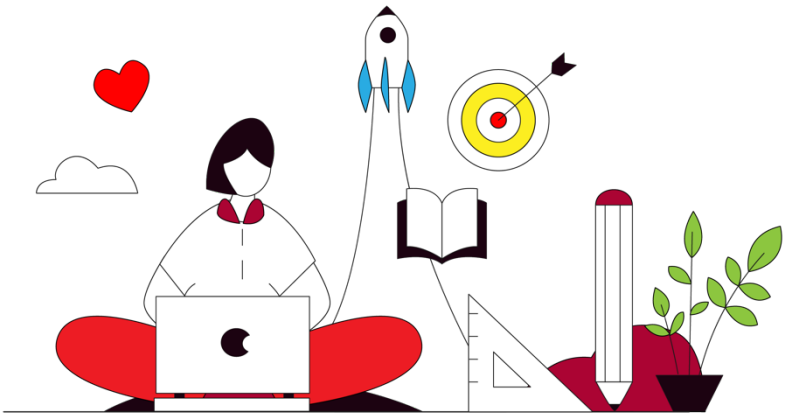
A Year 10 elective subject which enables students to explore computers, iPads, and other digital and electronic devices, along with more standard, traditional processes, to design and make video, audio, art, graphics & animation. The emphasis is on developing the student's creativity and ability to project work. The course would provide a general introduction, and an opportunity to develop important skills and knowledge leading into the whole range of subject pathways in the Arts area.

Year 10 Photography

During the semester students learnt about digital photography and traditional darkroom processes. A number of projects involved students working both in groups and individually to plan and direct photo shoots. Students investigated the elements and principles of photography and analysed photographic artworks by established artists.

Year 10 Sports Science

Sports Science plays a critical role in improving the performance success for individuals, teams, clubs, and sporting codes. Guided by the impact on sports performance and improving the human machine, this subject provides the opportunity for students to strengthen their knowledge and skills in Biology, Chemistry, Psychology and Physics as these disciplines apply to sporting athlete performance.



VCE Subjects

Art Creative Practice

VCE Art Creative Practice students will develop their own individual art practice through researching and studying a range of artistic examples. Student research focuses on critical, reflective, and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making.

Through the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining study of specific artworks, art practice and practical art making, students will see the links between research, art practice and the understanding and interpretation of art works.

Year 11		Year 12	
Unit 1 Interpreting artworks & exploring the Creative Practice	Unit 2 Interpreting artworks & exploring the Creative Practice	Unit 3 Investigation, ideas, artworks and the Creative Practice	Unit 4 Consolidate, present, and conserve

Unit 1

- Understand how artists communicate ideas and meaning through exploring a range of works inspired by identity
- Understand the apply the structural and personal lenses to understand artworks
- Introduction to the Creative practice through a range of activities exploring techniques, styles, materials etc.
- Annotated folio of creative practice and reflections

Unit 2

- Understand and participate in collaborative practices in art
- Understand and apply the Cultural lens to examine works from different times and cultures
- Examine the importance of expression, culture and society in artworks
- Make and present at least one finished art work.
- Annotated folio of creative practice and reflections

Unit 3

- Explore ideas and experiment with a range of materials, techniques and processes
- Research one artwork by a contemporary or historical artist for inspiration for personal practice
- Document research and creative process for chosen focus
- Produce at least one finished artwork
- Present and receive critical feedback on at least one finished artwork

Unit 4

- Continue to develop personal creative practice and research
- Use the Interpretive lenses to analyse, compare and interpret meanings of artwork
- Complete research and analysis on one historical and one contemporary artist, explore the meaning and messages of artworks
- Create and present a Body of Work that communicates personal ideas

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Biology

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth.

Biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Year 11		Year 12	
Unit 1 How do organisms regulate their functions?	Unit 2 How does inheritance impact diversity?	Unit 3 How do cells maintain life?	Unit 4 How does life change over time?

Unit 1

- **How do cells function?**
  Cellular structure and function and the cell cycle - growth, death and differentiation.
- **How do plant and animal systems function?**
  Cells specialisation and organisation in plants and animals, and regulation of specific systems in plants and animals.
- **How do scientific investigations develop understanding of how organisms regulate their functions?**
  Adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

Unit 2

- **How is inheritance explained?**
  Exploration of chromosomes, genomes, genotypes and phenotypes, as well as patterns of inheritance.
- **How do inherited adaptations impact on diversity?**
  Advantages and disadvantages of reproductive strategies, how adaptations and interdependencies enhance survival of species within an ecosystem.
- **How do humans use science to explore and communicate bioethical issues?** Bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

Unit 3

- **What is the role of nucleic acids and proteins in maintaining life?**
  Analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.
- **How are biochemical pathways regulated?**
  Analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

Unit 4

- **How do organisms respond to pathogens?**
  Analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.
- **How are species related over time?**
  Analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.
- **How is scientific inquiry used to investigate cellular processes and/ or biological change?**
  Generating primary data relating to cellular processes and/or how life changes and responds to challenges.

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Business Management

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

Year 11		Year 12	
Unit 1 Planning a business	Unit 2 Establishing a business	Unit 3 Managing a business	Unit 4 Transforming a business

Unit 1

- Explore the factors affecting business ideas
- Internal and external environments within which businesses operate, and the effect of these on planning a business
- Decision-making and planning of a businesses, including a business simulation activity
- Legal, political, social, economic, technological, global and corporate social responsibility factors
- Business models, legal business structures and staffing

Unit 2

- Complying with legal requirements
- Establish a system of financial record keeping
- Essential features of effective marketing
- Processes undertaken when recruiting, selecting, development and induction of staff
- Analysis of various management practices and applying this knowledge to contemporary business case studies

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Unit 3

- Key processes when managing efficiently and effectively to achieve business objectives.
- Examine different types of businesses and their respective objectives and stakeholders
- Investigate strategies to manage both staff and business operations to meet objectives and develop an understanding of the complexity and challenge of managing businesses.
- Compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

Unit 4

- Review key performance indicators to determine current performance
- Strategic management practices to position a business for the future
- Study of theoretical model to undertake and manage change in the most efficient and effective way to improve business performance
- Investigate the importance of effective management and leadership in change management
- Respond to evaluation data and the importance of leadership in change management
- Use contemporary business case studies from the past four years to evaluate business practice against theory

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Chemistry

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Chemistry can lead to a range of careers- agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.

Year 11		Year 12	
Unit 1 How can the diversity of materials be explained?	Unit 2 How do chemical reactions shape the natural world?	Unit 3 How can design and innovation help to optimize chemical processes?	Unit 4 How are carbon-based compounds designed for purpose?

Unit 1

- **How do chemical structures of materials explain their properties and reactions?**
  Explore how elements form carbon compounds, metallic lattices and ionic compounds, and use chromatography to separate the components of mixtures.
- **How are materials quantified and classified?**
  Calculate mole quantities, use systematic nomenclature to name organic compounds, design polymers, and evaluate the consequences for human health and the environment.
- **How can chemical principles be applied to create a more sustainable future?**
  Undertake an investigation involving the selection and evaluation of a recent discovery, innovation, advance, case study, issue or challenge.

Unit 2

- **How do chemicals interact with water?**
  Calculate solution concentrations, predict solubilities, and apply stoichiometry to calculate chemical quantities.
- **How are chemicals measured and analysed?**
  Calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts.
- How do quantitative scientific investigations develop our understanding of chemical reactions?
  Adapt or design and then conduct a scientific investigation

Unit 3

- **What are current and future options for supplying energy?**
  Compare fuels quantitatively with reference to combustion products and energy outputs, construct and test primary cells and fuel cells.
- **How can the rate and yield of chemical reactions be optimised?**
  Analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

Unit 4

- **How are organic compounds categorised and synthesised?**
  Analyse the general structures and reactions of the major organic families of compounds and evaluate the sustainability of the manufacture of organic compounds used in society.
- **How are organic compounds analysed and used?**
  Apply test techniques to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and analyse how some natural medicines can be extracted and purified.
- **How is scientific inquiry used to investigate the sustainable production of energy and/ or materials?**
  Generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds.

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

English (And English as Another Language: EAL)

Language is central to the way in which students understand critique and appreciate their world and to the ways in which they participate in Australian society.

The study of English encourages the development of literate individuals capable of critical and imaginative thinking. The Year 11 (Units 1 & 2) and Year 12 (Units 3 & 4) courses are divided into three key areas: Reading and Exploring and Responding to Texts, Creating texts and Analysing Arguments.

Year 11		Year 12	
Unit 1 Reading and exploring texts. Crafting texts.	Unit 2 Reading and exploring texts Exploring argument.	Unit 3 Reading and responding to texts. Creating texts.	Unit 4 Reading and responding to texts. Analysing argument.

Unit 1

- Read and respond to texts analytically and creatively and explore how meaning is created in a text
- Produce an analytical response to a text
- Analyse the construction of texts that attempt to influence an audience
- Craft a text intended to position an audience

Unit 2

- Read and respond to texts analytically and creatively and explore how meaning is created in a text
- Analyse arguments and use persuasive language techniques intended to position an audience

Unit 3

- Read and respond to a text analytically
- Produce an analytical interpretation of a selected text
- Create a text based on a Framework of Ideas, defining purpose, audience and context. Reflect on the creative text.

Unit 4

- Read and respond to texts analytically and creatively and explore how meaning is created in a text
- Produce an analytical response to a text
- Analyse the use of argument and language in texts that debate a topical issue
- Construct a sustained and reasoned point of view on an issue currently debated in the media in an oral presentation

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Food Studies

This study focuses on the exploration of food, extending food knowledge and skills, and building pathways to health and wellbeing through applying food skills. VCE Food Studies helps students to make informed and confident food selection and prepare food within today's complex influences and choices.

Students will study the past and present patterns of eating, the physical and social roles of food, and research sustainability. The completion of practical activities is an essential part of VCE Food Studies. These will include food tasting, cooking, creating, demonstrations, experiment, and sensory analysis.

Year 11		Year 12	
Unit 1 Food origins	Unit 2 Food makers	Unit 3 Food in daily life	Unit 4 Food issues, challenges & futures

Unit 1

- Focus on food from historical and cultural perspectives
- Investigate the origins of food from hunter-gatherer, rural-based farming, and today's urban living and global trade
- Research the origins and significance of food from one region in the world
- Focus on Australian indigenous food
- Explore how patterns have changed since European settlement
- Complete practical activities to enhance, demonstrate, and share knowledge

Unit 2

- Investigate food systems in modern Australia
- Analyse and compare the commercial food production and domestic, small scale settings
- Consider the challenges of using practical skills in daily life
- Use practical skills to produce food and compare to commercial products
- Develop new food products and adapt recipes

Unit 3

- Investigate the roles and influences of food
- Explore the science of food, physical need and nutrition, eating, digestion and gut health
- Analyse the Australian Dietary Guidelines and the Australian Guide to Healthy Eating
- Explore the changes in eating patterns over time for communities, families, and individuals
- Investigate the behaviour that helps to create lifelong healthy dietary patterns
- Complete practical activities to understand how to prepare food for a range of dietary needs

Unit 4

- Examine debates around Australia's food systems
- Consider the food information and misinformation, and the development of food knowledge
- Practice and improve food selection skills (interpreting food labels)
- Describe key issues and challenges of feeding the growing population (water and land use, new technology, food sovereignty etc.)
- Research a selected topic based on sustainability
- Apply knowledge through practical activities

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Foundation Mathematics

Foundation Mathematics has a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. Foundation Mathematics provides for the continuing mathematical development of students entering VCE who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics the following year

Outcomes are based on 1) The ability to use a range of mathematical concepts, skills to solve problems based on a range of everyday and real-life contexts. 2) Using mathematical processes to solve practical problems in both familiar and new contexts, and communicate their results. 3) Using technology to solve problems in practical contexts.

Year 11		Year 12	
Unit 1 Foundation Maths	Unit 2 Foundation Maths	Unit 3 Foundation Maths	Unit 4 Foundation Maths
Units 1 & 2 • Algebra and Number skills- decimals, fractions, ratios and percentages, symbolic representation, estimation • Data and statistics- collection, representation of data in different forms and explaining data including mean, median, mode, range and quartiles • Finance- GST, loans, bank accounts, pay and tax calculations, interest rates • Measurement- units, area, surface area, volume, mass, capacity, shapes, map reading, time **Assessment:** • Unit 1 & 2: Combination of workbook, tests, assignments and exam.		**Unit 3 & 4** • Number types and uses • Variation • Manipulation and use of formulas • Data collection, interpretation, representation and use in making predictions • Financial maths relating to income, tax and financial products and investment options • Area, volume and surface area and use of appropriate units of measurement • Geometric constructions and calculations based on enlargement and reduction **Assessment:** • 60% towards study score- coursework, tests and assignments, 40% towards study score- examination	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

General Mathematics

General Mathematics provides for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business, or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important.

Essential mathematical activities include calculating and applied computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem solving. General Mathematics/Further Mathematics involves a core component of data and financial mathematics with optional modules including matrices, networks, geometry and trigonometry, with linear graphs and relations.

Students will learn to solve routine problems using procedures and applying their knowledge to unfamiliar problems. Students will make appropriate use of technology with a strong focus on developing their skills using a CAS calculator.

Year 11 General Mathematics		Year 12 General Mathematics	
Unit 1 General Mathematics	Unit 2 General Mathematics	Unit 3 General Mathematics	Unit 4 General Mathematics
Unit 1 • Topics covered include, Univariate Data, Arithmetic and Geometric Sequence, Linear Functions, and Matrices. **Unit 2** • Topics covered include Bivariate Data, Graphs and Networks, Transformation of Functions, Relations and Graphs, Measurement and Trigonometry.		**Unit 3** • Topics covered are Data Analysis and Recursion and Financial Modelling • School-assessed Coursework for Unit 3 will contribute 24 per cent to the study score. **Unit 4** • Topics covered are Matrices, Networks and Decision Mathematics. • School-assessed Coursework for Unit 4 will contribute 16 per cent to the study score.	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Health and Human Development

VCE Health and Human Development provide students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society.

Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically - across the lifespan and the globe, and through a lens of social equity and justice.

Year 11		Year 12	
Unit 1 Understanding health and wellbeing	Unit 2 Managing health and development	Unit 3 Australia's health in a globalised world	Unit 4 Health and human development in a global context

Unit 1

- Explain multiple dimensions of health and wellbeing
- Prerequisites for health
- Explore the variations of the understanding of health and wellbeing
- Perspectives to health and wellbeing
- Aboriginal and Torres Strait Islander Peoples perspectives
- Youth Health and Wellbeing
- Understand the key health status indicators
- Apply nutrition knowledge and the evaluation of nutrition information
- Interpret data to identify key areas for improving youth health and wellbeing

Unit 2

- Understand the human lifespan and its stages
- Healthy and Respectful relationships
- Considerations of Parenthood
- Explain developmental changes in the transition from youth to adulthood
- Research and present information around healthy pregnancy and parenthood
- Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community

Unit 3

- Explain the complex, dynamic and global nature of health and wellbeing
- Concepts of health and well being
- Health status indicators
- Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies
- The benefits of optimal health and wellbeing
- Resources individually, nationally and globally

Unit 4

- Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing
- Sustainability
- Australia's Aid programs
- Analyse relationships between the SDGs and their role in the promotion of health and human development
- Evaluate the effectiveness of health initiatives

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

History (Modern History)

(Units 1&2 only)

VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the historical source and the world context in which it was produced. Modern History examines the causes and consequences of conflict and change in the modern era

Year 11	
Unit 1 Change and Conflict	Unit 2 Changing the world order
Unit 1 • Focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two • Investigate the impact of the treaties which ended the Great War and which redrew the maps of Europe and its colonies, breaking up the former empires of the defeated nations, such as the partitioning of the German, Austro-Hungarian and Ottoman Empires. • Consider the aims, achievements and limitations of the League of Nations. • Focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period • Explore particular forms of cultural expression from the period.	**Unit 2** • Focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR. • Focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century • Consider the extent to which ideas, values and political systems remained the same and/or change was resisted • Explore the causes of significant political and social events and movements, and their consequences for nations and people

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Legal Studies

Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and / or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice.

Year 11		Year 12	
Unit 1 The presumption of innocence	Unit 2 Wrongs and rights	Unit 3 Rights and justice	Unit 4 The people, the law and reform

Unit 1

- Classify the different types and sources of law
- Explain the characteristics of an effective law
- Explore an overview of parliament and the courts
- Apply the principles of justice
- Investigate key concepts of criminal law apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime
- Investigate how a criminal case is determined
- Investigate the institutions that enforce criminal law
- Discuss the types and purposes of sanctions
- Discuss alternative approaches to sentencing such as the Koori Courts

Unit 2

- Investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute
- Explore different areas of civil law
- Discuss the methods and institutions that may be used to resolve a civil disputes
- Discuss the types and purposes of remedies
- Develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights

Unit 3

- Explore the criminal justice system, key personnel, and the use of plea negotiations to determine a criminal case
- Investigate the rights of the accused and of victims
- Explore the purposes and types of sanctions and sentencing considerations
- Discuss the impact of time, costs and cultural differences on the ability of the criminal justice system to achieve the principles of justice
- Consider the factors relevant to commencing a civil claim
- Examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies
- Discuss the impact of time and costs on the ability of the civil justice system to achieve the principles of justice

Unit 4

- Examine the ways in which the Australian Constitution acts as a check on parliament in law-making, and factors that affect the ability of parliament and courts to make law
- Explore the relationship between parliament and courts in law-making and consider the capacity of both institutions to make law
- Investigate the need for law reform and the means by which individuals and groups can influence change in the law
- Draw on examples of individuals, groups and the media influencing law reform, as well as examples from the past four years of inquiries of law reform bodies
- Examine the relationship between the Australian people and the Australian Constitution, the reasons for and processes of constitutional reform

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Literacy

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills cover a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

Year 12	
Unit 3 Accessing & understanding informational, organisational and procedural texts	Unit 4 Understanding & engaging with literacy for advocacy
Unit 3 • Demonstrate ability to locate, read and understand purpose/audience/content on texts • Understand the structures of a range of text types (reports, tax forms, insurance forms etc.) • Consider the different organisations, groups and businesses develop their own use of language • Display the conventions of literacy (punctuation, sentence structure, paragraphing & spelling) • Create organisational, informational and procedural texts that reflect a specific workplace or vocational experience	**Unit 4** • Demonstrate the ability to promote a product, a community or self in a range of written, visual or multimodal texts. • Understand the impact of visual cues and presentation in influencing an audience • Understand the structures and features of different important and texts, including webpages, brochures and social media • Complete an informative or instructional oral presentation on an area of interest • Demonstrate the key skills of oral communication (eye contact, body language, tone etc.)

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Mathematical Methods

Mathematical Methods Units 1 & 2 are completely proscribed and provide an introductory study of simple elementary functions of a single real, variable, 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 & 4 and contain assumed knowledge and skills for these units.

Students wishing to do well are strongly encouraged to do Specialist Unit 1 & 2 as well as Mathematical Methods Unit 1 & 2, though this is not a requirement. Mathematical Methods Units 3 & 4 provide a background for further study in areas such as

Mathematics, Statistical Mathematics, Science, Engineering, Humanities, Economics, Medicine and Education.

Both Unit 1 & 2 and Units 3 & 4 have four areas of study, Functions and graphs, Algebra, Calculus and Probability and statistics. Each area of study has three assessable outcomes. The first is to define and explain key concepts and apply a range of mathematical routines to solve problems. The second to apply mathematical processes to non-routine contexts and the third to use technology to model and investigate.

Year 11		Year 12	
Unit 1 Mathematical Methods	Unit 2 Mathematical Methods	Unit 3 Mathematical Methods	Unit 4 Mathematical Methods
Unit 1 • There is a heavy focus on analysing, graphing and modelling of a variety of functions including linear, quadratics, polynomials, power functions. • Correct mathematical notation is developed and the concept of transformations and of rate of change is explored. • Introduction to calculus and rate of change • Students extend on their understanding of probability.	**Unit 2** • Students explore inverse functions, exponentials and logarithmic functions and circular functions • There is a strong focus on calculus with the study of instant and average rate of change and anti-differentiation • Probability focusing on independent events, mutually exclusivity, probability laws and representations	**Unit 3 & 4** • In Unit 3 there is an emphasis on functions and relations. The functions considered include linear, polynomials, exponentials, logarithms, circular functions, and further functions. • Connections are made between functions in the study composite functions, transformations, including matrices and notation. • Unit 4 has a heavier focus on calculus as students use differentiation and integration in modelling and analysing functions. • Understanding of probability is extended to consider discrete and random variables • Students study a variety of distributions (binomial, continuous and normal) and investigate sampling and statistical inference.	

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Outdoor and Environmental Studies

VCE Outdoor and Environmental Studies provide students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing enables informed understanding of human relationships with nature.

Year 11		Year 12	
Unit 1 Exploring outdoor experiences	Unit 2 Discovering outdoor environments	Unit 3 Relationships with outdoor environments	Unit 4 Sustainable outdoor relationships

Unit 1

- Understand the use and meanings of nature
- Identify the types of outdoor environments
- Analyse personal responses to nature and risk
- Explore the media portrayals of outdoor environments
- Research sustainable interactions
- Understand the importance of technology and outdoor environments

Unit 2

- Explore the characteristics of outdoor environments
- Understand the recreation, scientific, land managers and other understanding of outdoor environments
- Analyse the impacts on outdoor environments
- Consider the community based environmental action
- Identify and explain the codes of conduct
- Explore the impact of technology and urbanisation on outdoor environments

Unit 3

- Explore the Australian environment before humans
- Compare the relationships with outdoor environments over different time frames
- Research a range of environmental movements
- Analyse the factors influencing relationships including technology, commercialisation, social and political discourses, societies' response to risk taking

Unit 4

- Understanding sustainability
- Analyse the contemporary state of outdoor environments
- Explore the potential impacts on society
- Identify and apply a range of management strategies and policies

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Personal Development Skills

(Non scored subject)

PDS is a VCE non-scored subject which will contribute towards the completion of the VCE- Vocational Major Certificate. This course takes an active approach to personal development, self- realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community. PDS explores concepts of effective leadership, self- management, project planning and teamwork to support students to engage in their work, community and personal environments

Year 11		Year 12 (Compulsory for Vocational Major)	
Unit 1: Healthy Individuals	Unit 2: Connecting with Community	Unit 3: Leadership & Teamwork	Unit 4: Community Project

Unit 1

- Explain and discuss key concepts relating to personal identity and emotional intelligence and apply learnt strategies when working independently or collaboratively on a relevant activity.
- Plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.
- Analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

Unit 2

- Describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.
- Identify issues and challenges within the community, analyse different perspectives of diverse groups and apply learnt problem-solving strategies when working independently or collaboratively on a community-based activity.
- Discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

Unit 3

- Apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.
- Describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts, and demonstrate a range of leadership skills when working independently or collaboratively in a real- life scenario or simulation.
- Describe the characteristics of an effective team, and through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

Unit 4

- Investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern..
- Use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue.
- Evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

*** This subject does not contribute to a VCE study score***

Physical Education

Physical Education explores the sciences of the human body. Within this, students will learn how the different body systems allow such a range of movements, from power to precision. They will discover how the body adapts to different types of physical activity and training and how to enhance performance through a wide variety of methods. Students will learn about the implementation of cutting-edge practices, including the latest ideas from coaching, new training methods and technological advancements.

Year 11		Year 12	
Unit 1 The human body in motion	Unit 2 Physical activity, sport and society	Unit 3 Movement skills and energy for physical activity	Unit 4 Training to improve performance

Unit 1

- Analyse the relationship between the body systems and physical activity, sport and exercise
- Understand the body's physiological responses to physical activity
- Explore the legal and illegal performance enhancement and anti-doping codes
- Apply knowledge of sport injuries and rehabilitation

Unit 2

- Understand the importance of monitoring and promoting physical activity
- Analyse the role of physical activity and sedentary behaviour on health and well- being
- Explore a range of physically active lifestyles
- Examine community facilities and participation

Unit 3

- Understand and analyse the biomechanical principles of human movement, including newton's laws of motion (physics).
- Analyse the characteristics and interplay of the three energy systems, including fuels use, the accumulation of metabolic by-products and how that impacts performance.
- Explore the causes of fatigue and how to promote recovery through nutrition, rest, and active and passive recoveries.

Unit 4

- Analyse data collected from an activity analysis
- Apply components of an exercise training session
- Design and evaluate training programs to enhance specific fitness components
- Analyse the long-term training improvements

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Physics

Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology).

Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are also given a choice of options and in designing and undertaking their own investigations.

Year 11		Year 12	
Unit 1 How is energy useful to society?	Unit 2 What do experiments reveal about the physical world?	Unit 3 How do fields explain motion and electricity?	Unit 4 How can two contradictory models explain light and matter?

Unit 1

- Light and Heat: How are light and heat explained?
  Light is explored using the wave model and thermal energy using a particle model to understand the fundamental physics ideas of reflection, refraction, the electromagnetic spectrum, lasers and optical fibres.
- Nuclear Energy: How is energy from the nucleus utilised?
  Explore energy that comes from the nuclei of atoms. Types of radiation from the nucleus are explored and the effects of this radiation on human cells and tissues and the use of radioisotopes in medical therapy.
  Nuclear fission and fusion are investigated in the context of atomic bombs and nuclear reactors.
- Electricity: How can electricity be used to transfer energy?
  Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, and describe the safe and effective use of electricity by individuals and the community.

Unit 2

- Motion: How is motion understood?
  Analyse motion of objects. Balanced and unbalanced forces on motion are investigated during experimental investigations.
- Aerospace: How do heavy things fly?
  Exploration of the aerospace principles that underpin the development of controlled powered flight and the application of these principles to aerospace design.
- Design and conduct a practical investigation related to aircraft flight.

Unit 3

- How do Physicists explain motion in two dimensions?
- Use of Newton's laws of motion to analyse relative motion, circular motion and projectile motion.
- How do things move without contact?
- Examine the similarities and differences between three fields: gravitational, electric and magnetic.
- How are fields used in electricity generation?
- Explore electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes.

Unit 4

- How has understanding about the physical world changed?
- Develop an understanding of the interaction between light and matter.
- How is scientific inquiry used to investigate fields, motion or light?
- Design and undertake a practical investigation relation to waves or fields or motion

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Psychology

Psychology is the study of human behaviour and mental processes. It explores the biological, psychological and social factors that influence how groups, individuals, and communities think, feel and act. Students will engage in practical scientific investigations (experiments, case studies etc.) to explore the links between knowledge, theory, and practice.

The study assists students in developing a broad range of skills including data analysis, problem solving, critical evaluation and the application of processes of scientific inquiry.

Year 11		Year 12	
Unit 1 Shaping behaviour and mental processes	Unit 2 Factors influencing behaviour and mental processes	Unit 3 The effect of experience on behaviour and mental processes	Unit 4 Support and maintenance of wellbeing

Unit 1

- Understand the biological, psychological, and social influences on psychological development
- Analyse psychological development (emotional, cognitive, and social), including atypical development
- Describe the role and function of the brain in mental processes and behaviour
- Investigate brain plasticity and brain damage
- Complete a student-directed research analysis

Unit 2

- Understand the of perception, stereotypes, and attitudes on behaviour/processing
- Investigate the influence of prejudice, discrimination, and stigma within society on wellbeing.
- Explore the influence of social groups/culture, obedience, and conformity
- Understand attention and perception, including the distortions of perception (visual and taste)
- Design and undertake a practical investigation related to Unit 2 topics.

Unit 3

- Understand the nervous system, neurotransmitters, and synaptic plasticity
- Analyse the effect of stress on a person's psychological and biological functioning
- Identify the causes and management of stress
- Investigate how people learn through behavioural, social, or cognitive approaches.
- Understand the multi-store model and the role of specific regions of the brain in memory.
- Consider the limitations and unreliability of memory and how memory can be improved

Unit 4

- Identify the categories of sleep and the measurement of responses during sleep
- Understand the role of sleep and the impact that sleep disturbances may have on a person's functioning
- Explore the concept of a mental health continuum and use a biopsychosocial approach to maintaining mental wellbeing
- Apply a biopsychosocial approach to understand the development of phobias
- Design and undertake a practical investigation related to Unit 3 or 4.

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Sociology

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts.

In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements. As students gather and use sources of evidence, they explore and apply the Australian Sociological Association's guidelines for conducting research.

Year 11		Year 12	
Unit 1 Youth and Family	Unit 2 Deviance and crime	Unit 3 Culture and Ethnicity	Unit 4 Community: Social Movement and Social Change
Unit 1 • Describe the category and experience of youth • Definitions of family and how families have changed over time • Describe and apply sociological inquiry and reasons for categorising youth and groups	**Unit 2** • Focus on and describe the concept of deviance • Compare the concept of deviance to cultural norms and the idea of moral panic • Develop an understanding of the concept of crime • Discuss crime in Australia and evaluate the effectiveness of methods of punishment in the judicial system for shaping human behaviour.	**Unit 3** • Examine Indigenous culture and its diversity in terms of language, symbols and values • Examine the concepts of race and ethnicity • Focus on the level of public awareness of indigenous culture and ethnicity	**Unit 4** • Explore the ways sociologists have thought about the idea of community and how the various types of community are experienced • Investigate the concept of Social Power as explained by Max Weber • Analyse the nature and purpose of social movements and how they influence society

For a detailed course overview please visit the VCAA website - www.vcaa.vic.edu.au

Work Related Skills

(Non scored subject)

WRS is a non-scored subject which will contribute towards the completion of the VCE- Vocational Major Certificate. In this subject students will learn by doing, experiencing, and relating acquired skills to the real world. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

This subject will be delivered using applied learning practices. Students will be given the opportunity to make informed choices about their learning and engage with their personal strengths, interests, goals, and life experiences to contextualise the content being delivered, and be assessed using practices which promote success.

Year 11		Year 12 (Compulsory for Vocational Major)	
Unit 1 Careers and learning for the future	Unit 2 Workplace skills and capabilities	Unit 3 Industrial relations, workplace environment and practice	Unit 4 Communication and collaboration

Unit 1

- Identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.
- Forecast potential employment possibilities and evaluate several educational pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.
- Students will develop a personal portfolio demonstrating their skills, both industry specific and transferable.

Unit 2

- Consider the changing nature of work and the impact on future career pathways. Review the range of transferable skills and personal capabilities are valued across industries.
- Demonstrate knowledge of the interview and recruitment process along with the essential and technical skills required by broad industry groups.
- Students will participate in mock interviews to build and demonstrate their skills.

Unit 3

- Analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace, and identify and explain strategies to contribute to a healthy workplace environment.
- Outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.
- Apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.

Unit 4

- Analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.
- Present personal skills and attributes in the form of a physical and/or digital portfolio in a formal interview with a panel and evaluate evidence and artefacts for future enhancements.

*** This subject does not contribute to a VCE study score****

VET Certificates

(Scored assessment as an ATAR Subject)

VET Business

BSB30120 Certificate III in Business
RTO: 40548 IVET Institute Pty Ltd

The VET Business program, delivered across two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia.

This qualification provides students with a broad range of knowledge and skills in information and communications technology, administration, communication, creativity and innovation, design, finance, knowledge management, leadership, regulation, stakeholder relations and workforce development.

This is an entry-level Certificate for students wanting to pursue a career or further training in business studies. Scored assessment is available in the second year of this program.

VET Cookery

SIT20421 - Certificate II in Cookery
RTO: TBC

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification does not meet the requirements for trade recognition as a cook, but can provide a pathway towards achieving that.

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools.

Scored assessment is available in the second year of this program.

VET Community Services

CHC32015 Certificate III in Community Services (Incorporating CHC22015 Certificate II in Community Services)
RTO: TBC

The VET Community Services program, delivered over two years, is drawn from a national training package offering portable qualifications that are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge in interacting and communicating with young children, people with disabilities and those in aged care.

The course is designed to include projects that prepare students for a range of tasks they could perform if they enter this industry, including a better understanding of our diverse cultures, solving workplace problems and first aid skills. Essentially, students will learn the skills necessary to follow a pathway where they provide the first point of contact and assist individuals in meeting and responding to their needs within a community framework.

This is an entry-level Certificate for students to pursue a career or further training in related industries within the community services sector. Scored assessment is available in the second year of this program.

VET Health Services Assistance

HLT33115 Certificate III in Health Services Assistance
RTO: TBC

The VET Health program, delivered over two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia. This qualification provides students with a broad range of skills and knowledge in being able to manage client movement/transport patients, recognise healthy body systems in a health care context, understanding basic medical terminology and health specific communication skills, taking clinical measurements, responding to difficult clients and first aid skills.

This is an entry-level Certificate that assists students to provide a range of services to clients in areas such as in-home care, rehab, hospitals, aged care and disability centres. With further education and training, students can work in careers such as physiotherapy, nursing and exercise physiology.

Scored assessment is available in the second year of this program.

VET Information Technology

ICT30120 Certificate III in Information Technology (Incorporating ICT20120 Certificate II in Applied Digital Technologies)
RTO: 22249 Hallam Secondary College

The VET Information, Digital Media and Technology program, delivered over two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia.

This qualification provides students with a broad range of skills and knowledge in connecting computer hardware, computer building, using a range of software packages to produce organisational documents, detecting and protecting systems from spam and destructive software, installing software applications, setting up small computer networks and providing IT advice to clients.

This is an entry-level Certificate for students wanting to pursue a career or further training in various sectors of the information and communications industry.

Scored assessment is available in the second year of this program.

VET Music Industry Performance

CUA30920 Certificate III in Music Industry (Performance)
RTO: 0109 Australian College of the Arts Pty Ltd (COLLARTS)

The VET Music Industry program, delivered over two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia.

This qualification provides students with a broad range of skills and knowledge in preparing for performances, developing improvisation skills, extending technical skills in performance, composing simple songs and expanding critical listening skills.

This is an entry-level Certificate for students wishing to pursue a career or further training within the music industry.

Scored assessment is available in the second year of this program.

VET Music Industry Sound Production

CUA30920 Certificate III in Music Industry (Sound Production)
RTO: 0109 Australian College of the Arts Pty Ltd (COLLARTS)

The VET Music Industry program, delivered over two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia.

This qualification provides students with a broad range of skills and knowledge in fundamental acoustic principles, microphone types and techniques, setting up and running professional sound reinforcement systems, basic sound editing, recording and mixing.

This is an entry-level Certificate for students wishing to pursue a career or further training within the music industry.

Scored assessment is available in the second year of the program.

VET Creative and Digital Media

CUA31020 Certificate III in Screen and Media
RTO: 0109 Australian College of the Arts Pty Ltd (COLLARTS)

The VET Creative and Digital Media program, delivered over two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia. This qualification provides students with a broad range of skills and knowledge in 2D digital animations, web design, writing content for a range of media, web-site creation and creating visual design components.

This is an entry-level Certificate for students wishing to pursue a career or further training in the screen and media industry in areas such as film and television production, animation, radio broadcasting and photography.

Scored assessment is available in the second year of this program.

VET Certificates

(Not scored as an ATAR Subject)

VET Automotive

AUR20720 Certificate II in Automotive Vocational Preparation
RTO: TBC

This qualification provides students with a broad range of skills and knowledge in applying safe working practices in an automotive workplace, using and maintaining workplace tools and equipment, operating electrical testing equipment, vehicle engine reconditioning, vehicle servicing and maintenance, battery maintenance and brake servicing.

This is an entry-level Certificate for students wishing to pursue a career or further training in the automotive industry in areas such as a trimmer, detailer, panel preparer, painter, light vehicle mechanic, heavy vehicle mechanic, motorcycle mechanic.

VET Beauty

SHB30121 Certificate III in Beauty Services
RTO: 22249 Hallam Secondary College

The VET Beauty program, delivered over two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia.

This qualification provides students with a broad range of skills and knowledge in makeup application, nail technology, makeup demonstrations, effective customer communication and working within a customer service and/or retail environment.

This is an entry-level Certificate for students wishing to pursue a career or further training in the hairdressing and beauty services industry.

VET Building & Construction

22614VIC Certificate II in Building and Construction Pre-apprenticeship
RTO: 22249 Hallam Secondary College

The VET Building and Construction program, delivered over two years, is drawn from a national training package and from Victorian accredited curriculum that offers a portable qualification recognised throughout Australia.

This qualification provides students with a broad range of skills and knowledge in applying basic levelling procedures, carrying out basic measurements and calculations, communicating in the workplace, erecting and safely using working platforms, interpreting basic plans and drawings, preparing and applying for work in the construction industry, working effectively and sustainably in the construction industry and understanding workplace safety practices onsite.

This Certificate is designed to give students the opportunity to gain experience across several building trades within the building sector.

Please Note: This program only provides partial completion due to time constraints. Students are able to finish the full qualification at another RTO.

VET Electrotechnology

UEE22020 Certificate II in Electrotechnology (Career Start)
RTO: TBC

This qualification aims to provide participants with the knowledge and skills to achieve units of competence that will enhance their employments prospects in the Electrotechnology related industries and enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.

The Electrotechnology program reflects the new trends emerging as a result of the convergence of information and communications technology and electronics technologies and their applications in industry.

VET Hair & Beauty

SHB20216 Certificate II in Salon Assistant (Incorporating units from SHB30121 Certificate III in Beauty Services)
RTO: 22249 Hallam Secondary College

The VET Hair & Beauty program, delivered over two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia.

This qualification provides students with a broad range of skills and knowledge to enhance their employment prospects in the hairdressing and beauty services industry.

VET Heavy & Light Rail

22537VIC Certificate II in Heavy & Light Rail Fundamentals
RTO: 22249 Hallam Secondary College

The purpose of this course is to provide learners with basic knowledge and skills in key areas of the heavy (train) and light (tram) rail industry in Victoria. This will enable them to make a more informed choice to transition into entry level employment or further study within an area of the industry which best suits their interest, capabilities and career aspirations.

The development of the skills and knowledge may enable graduates to transition into employment within the rail industry as part of an apprenticeship/traineeship in areas including customer service adviser, maintenance, shunting, rail administration with an accredited rail transport authority.

Alternatively, graduates may seek to transition into a Certificate III (three) qualification in areas including rail infrastructure, rail signalling, rail co-ordination, rail customer service or other certificate level qualifications

VET Plumbing

22569VIC Certificate II in Plumbing (Pre-apprenticeship)
RTO: TBC

The VET Plumbing program, delivered over two years, is drawn from Victorian accredited curriculum and offers a portable qualification that is recognised throughout Australia.

This qualification provides students with a broad range of skills and knowledge in plumbing applications, using materials such as metals and plastics and an ability to read plans in general and construction plumbing.

The VET Plumbing program is a preemployment course designed to meet the needs of students wishing to pursue a career in the plumbing industry

VET Salon Assistant

SHB20216 Certificate II in Salon Assistant
RTO: 22249 Hallam Secondary College

The Certificate II Salon Assistant program is drawn from a national training package offering a portable qualification that is recognised throughout Australia.

This qualification provides students with a broad range of skills and knowledge to enhance their employment prospects in the hairdressing and beauty services industry.

VET Fitness

SIS30321 Certificate II in Fitness
RTO: 22249 Hallam Secondary College

This qualification reflects the role of group and gym fitness instructors. These fitness instructors may plan and deliver group exercise sessions and develop gym-based programs for individuals where the level of personalised instruction and ongoing client monitoring is limited. They work in predictable environments under general supervision. When instructing groups or interacting with clients, they use discretion and judgment to solve routine issues within the parameters of clearly defined organisational policies and procedures.

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

VET Sport Coaching

SIS20321 - Certificate II in Sport Coaching
RTO: TBC

This qualification reflects the role of individuals who apply the skills and knowledge to conduct pre-planned coaching sessions with foundation level participants in a specific sport.

This qualification pathway to work in assistant coaching roles working or volunteering at community-based sports clubs and organisations in the Australian sport industry.

Individuals with this qualification use a defined and limited range of basic coaching skills to engage participants in a specific sport and are involved in mainly routine and repetitive tasks using limited practical skills and basic sport industry knowledge. They work under the supervision of a coach.

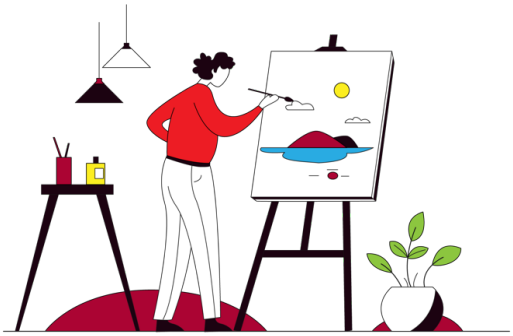
Possible job role titles depend on the specific sport may include assistant coach.

VET Visual Arts

CUA31120 Certificate III in Visual Arts
RTO: TBC

The VET Visual Arts program, delivered over two years, is drawn from a national training package offering a portable qualification that is recognised throughout Australia. This qualification provides students with a broad range of knowledge and skills to enhance their employment prospects in a visual arts environment or related industry.

The focus is on design, drawing, sculpture, digital art, working innovatively in a team environment, as well as preparing artwork for exhibition. Visits to galleries enhance the development of student's artwork. Students will research tertiary courses and career pathways, as well as produce a folio suitable for tertiary interview.



At the time of publication, all RTO's, course codes and titles are correct. Hallam Secondary College reserves the right to change the external RTO it partners with and will update any course codes and titles as they are changed on the national register. Any future students will be advised of such changes prior to enrolment.

It is recommended that all students access the VCAA website to access more detailed information on these courses: https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/VETProgramVideoLibrary.aspx .

All prospective students can access the course guide links to all external courses offered onsite at Hallam by visiting the college website.

Get a career Head Start at school

Kickstart your career with a school-based apprenticeship or traineeship through Head Start.
School-based apprenticeships and traineeships (SBATs) are an employment-based learning pathway that you can take during your secondary schooling. You will combine your senior school years with paid part-time employment and skills training in your chosen field.

Paid work in your industry + training = complete a nationally recognised certificate

You can undertake an SBAT if you are:

- over 15 years old
- enrolled in years 10, 11 or 12
- an Australian citizen or permanent resident*
  *please check with the Head Start staff in relation to your work rights

Consider the following

- increase your future employability and earning potential by gaining the skills, confidence and knowledge you need to succeed in the future workplace.
- undertake a secondary certificate such as the VCE, including the VCE Vocational Major, or the Victorian Pathways Certificate.
- undertake paid employment to build the career you want.
- access quality VET courses in a wide range of industries with an approved training provider. Courses include building and construction, trades, community services, early childhood education, health, digital media and technologies, hospitality, engineering and more.
- combine regular school attendance with a minimum of 7 hours per week of employment and a minimum of 6 hours per week of structured training, (averaged over 3 periods of 4 months in each year of the SBAT).
- At least 1 day per week is timetabled by your school to be spent on the job or in training during the normal school week.

Want to find out more.
Speak to your school Head Start Coordinator or
Email: headstart.sm@education.vic.gov.au

HEADSTART THE EDUCATION STATE VICTORIA State Government

Your Notes

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