Senior Pathways
Year 10-12
Course Handbook 2020
At Notre Dame College we aim to provide a comprehensive and challenging educational experience for all students and staff in a faith-filled, pastoral community. Together with families, we strive to develop the full potential of each individual within a just and caring Christian community. (NDC Mission Statement)

At Notre Dame College we aspire for our graduates to be:

• open to growing their relationship with God and to nurturing their spiritual lives;
• inspired by the/our Catholic faith;
• respectful of other religious beliefs and practices;
• hopeful citizens with a strong social conscience;
• responsible stewards of the natural environment;
• respectful, kind, inclusive and ensure care of self and others;
• successful in achieving their academic goals;
• capable and responsible digital citizens;
• open-minded, creative, reflective and inquiring thinkers;
• resilient, adaptable, courageous and optimistic in life and learning;
• their best in all their life pursuits.

The transition into adulthood is an adventurous and exciting time for young people. Years 10 - 12 at Notre Dame College provide the opportunity for students to follow a personalised programme. The term “pathways” describes the different options that are available as students move into the senior years at secondary school and beyond. Notre Dame College proudly provides two senior pathways and a wide range of vocational options that cater to a broad range of interests and abilities. This is an exciting time and choices will help shape future education and career opportunities.

This handbook provides a guide to the senior pathways at Notre Dame College. This process requires much consideration and investigation by students and parents. Parents are encouraged to discuss the options, future aspirations and take advantage of information sessions and careers advice offered at the College.

If you have any questions, please contact the staff listed throughout the handbook.

Best wishes for your research and successful senior pathways at Notre Dame College

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Susan Nabbs  Director of Learning and Teaching
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<table>
<thead>
<tr>
<th>Subject Selections Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject selections are to be made online by students using Web Preference Manager. Students should complete their subject selections as soon as possible after their information evening and use their planning sheet as a guide. Students’ subject selections will not be valid until all the required re-enrolment documentation and Web Preference Receipt has been submitted to Student Reception.</td>
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<table>
<thead>
<tr>
<th>Course Restrictions</th>
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<tbody>
<tr>
<td>The availability of any subject is dependent upon sufficient numbers of students wishing to undertake that subject. Subjects also have limits on class size.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Re-Enrolment</th>
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</thead>
<tbody>
<tr>
<td>If students are unsure about returning to Notre Dame College, we would ask them to please complete the subject selection process online just in case they do return.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Costs</th>
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<tbody>
<tr>
<td>These are over and above the normal school fees. They are listed in the subject descriptions and are correct at the time of publication but are subject to change. The College makes every effort to keep any additional costs to a minimum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application Forms</th>
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</thead>
<tbody>
<tr>
<td>Approval must be sought from the Director of Learning and Teaching prior to completing future subject selections if a student wishes to: • Accelerate a VCE/VET subject in Year 10 or Year 11 • Study an external VET subject • Study a VCE subject by distance education • Apply for a subject and has not completed the pre-requisite requirements • Enrol in Advanced English in Year 10 • Enrol in Employment Pathways in Year 10 Application forms can only be collected from the The Hub at Knight Street and Student Reception at Emmaus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Resources and Classroom Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some subjects have compulsory resources, as listed on the College book lists and in the subject descriptions throughout this course guide, which must be purchased. Students studying a subject using an Edrolo resource will receive an invoice from the College to pay for these items. At the time of printing, a digital Edrolo resource is $33.00 per subject and an extended Edrolo resource (digital and printed) is $99.00 per subject.</td>
</tr>
</tbody>
</table>
### Year 10
- **English**
  - English
  - English Advanced*
  - English Foundation
  - English Language
  - English Literature

- **Health and Physical Education**
  - Outdoor & Environmental Studies (P)
  - Outdoor & Environmental Studies Units 1 and 2 (A, P)
  - PE: Body Systems & Biomechanics
  - PE: Health
  - PE: Sport, Fitness & Recreation

- **Languages**
  - Italian (P)
  - Japanese (P)

- **Mathematics**
  - Mathematics Pathways
  - Mathematics General
  - Mathematical Methods

- **Project Based Learning**
  - STREAM / HASS

- **Religious Education**
  - Within and Beyond the Universe (SB)
  - Spirituality (SB)
  - Texts and Traditions Unit 1 (VCE)

### Units 1/2 or Year 11
- **English**
  - English
  - English Language
  - Literature

- **Health and Physical Education**
  - Health and Human Development
  - Outdoor and Environmental Studies Units 3 and 4 (A, P)
  - Physical Education
  - VET Sport and Recreation (Year 1)

- **Languages**
  - Italian (P)
  - Japanese (P)
  - Living Justly - Italian

- **Mathematics**
  - General Mathematics (P)
  - Mathematical Methods (P)
  - Specialist Mathematics (P)

- **Project Based Learning**
  - STREAM / HASS

### Units 3/4 or Year 12
- **English (P)**
- **Health and Physical Education**
- **Languages**
  - Italian (P)
  - Japanese (P)*
- **Mathematics**
  - Further Mathematics (P)
  - Mathematical Methods (P)
  - Specialist Mathematics (P)

(A) Must be accelerated
(P) Pre-requisites apply
(SB) School Based
* Eligibility Criteria Applies

Click on a subject to be directed to the description
### Year 10
**Science**
- Biological
- Earth
- General
- Physical
- Psychology

**Technology**
- Design: Electro
- Design: Metal
- Design: Motion and Control
- Design: Textiles
- Design: Wood
- Digital: Creative Industries
- Digital: Python Programming
- Home Economics:
  - A: Food and Health
  - B: Food and Technology
  - C: Food and Hospitality

**The Arts**
- Art 2 Dimensional
- Art 3 Dimensional
- Media Studies
- Music Performance
- Photography
- Theatre Studies

**The Humanities**
- Geography
- History: Modern World & Australia
- History: Revolutions
- Industry and Enterprise Unit 1
- Justice and Power
- Small Business and Economics

### Units 1/2 or Year 11
**Science**
- Biology
- Chemistry
- Environmental Science
- Physics
- Psychology
- VET Agriculture (Year 1) (P)

**Technology**
- Computing
- Food Studies
- Product Design: Metal
- Product Design: Textiles
- Product Design: Wood
- Systems Engineering
- VET Automotive (Year 1)
- VET Building and Construction (Year 1 or Year 2)
- VET Engineering (Year 1)
- VET Hospitality: Kitchen Operations (Year 1)
- VET Hospitality: Cooking, Coffee & Cocktails (Year 1)*

**The Arts**
- Art
- Media
- Music Performance
- Studio Arts
- Theatre Studies
- VET Music Industry (Year 1)
- VET Screen and Media (Year 1)

**The Humanities**
- Accounting
- Business Management
- Economics
- History: Twentieth Century History
- Legal Studies
- VET Community Services (Year 1)
- VET Events (Year 1)
- VET Small Business (Year 1)

### Units 3/4 or Year 12
**Science**
- Biology (P)
- Chemistry (P)
- Environmental Science
- Physics (P)
- Psychology
- VET Agriculture (Year 2)

**Technology**
- Computing: Software Development
- Food Studies
- Product Design: Metal
- Product Design: Textiles
- Product Design: Wood
- Systems Engineering
- VET Automotive (Year 2)
- VET Building and Construction (Year 2 or 3)
- VET Engineering (Year 2)
- VET Hospitality: Kitchen Operations (Year 2)

**The Arts**
- Art
- Media
- Music Performance (P)
- Studio Arts
- Theatre Studies
- VET Music Industry (Year 2)
- VET Screen and Media (Year 2)

**The Humanities**
- Accounting
- Business Management
- Economics
- History Revolutions
- Legal Studies
- VET Community Services (Year 2)
- VET Events (Year 2)
- VET Small Business (Year 2)

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(A) Must be accelerated
(P) Pre-requisites apply
(SB) School Based
* Eligibility Criteria Applies
There are THREE programmes available to Year 10 students as follows:

The standard Year 10 programme provides students with a range of compulsory and elective subjects over the school year. The curriculum aims to provide a breadth of subject choices and allows students to acquire skills and knowledge for a successful transition into VCE or VCAL.

Accelerated programme offers students the opportunity to accelerate 1 or 2 VCE/VET subjects. This option appeals to students who have demonstrated a readiness to commence their VCE journey.

The third option is the Employment Pathways programme which aims to support students who plan for a vocational/employment pathway beyond school.

Choosing a programme and selecting subjects.

Identify your interests and strengths and link these with an appropriate programme.

Read the information in this guide to get some ideas about how to select a senior programme that leaves your options open for your senior years.

Discuss your programme with your parents/guardians.

Seek help from Careers Counsellor regarding prerequisite subjects you may need for VCE subjects that interest you.

Read information related to the VCAL programme.

Discuss with your classroom teachers and Head of House, to identify if this programme suits your learning needs and future pathways.

If you are interested in VET, read the relevant section of this guide.

Direct questions about subject selection procedures to the Director of Learning and Teaching.

All the best with your research and subject selection.

Kristine Walker Deputy Principal Learning and Teaching

Susan Nabbs Director of Learning and Teaching

Click here to find out more about the various Learning Areas and explore career possibilities to help you select your programme

*Link URL: myfuture.edu.au/bullseyes
Year 10 students are able to select from three programmes, as follows:

**Option 1**

**Standard Year 10 Programme**

Core Subjects / Components
Choose your core subjects from the available subjects in each of the following Learning Areas:
- Religious Education
- English
- Mathematics
- Science

These core subjects are automatically included:
- Industry and Enterprise (Unit 1)
- Project Based Learning (STREAM/HASS)

Electives
Choose five electives from the Year 10 Elective subjects offered

**Option 2**

**With One or Two Accelerated Subjects**
*Application required*

Core Subjects / Components
Choose your core subjects from the available subjects in each of the following areas:
- Religious Education
- English
- Mathematics
- Science

These core subjects are automatically included:
- Industry and Enterprise (Unit 1)
- Project Based Learning (STREAM/HASS)

Electives
Choose up to two Units 1 and 2 sequence or VET Year 1 electives from the list of subjects available to accelerate by a Year 10 student. Each Unit 1 and 2 sequence or VET Year 1 subject takes up TWO electives.

If doing one accelerated subject; Select three electives from the Year 10 elective subjects offered.

or If doing two accelerated subjects; Select one elective from the Year 10 elective subjects offered.

**Option 3**

**Employment Pathways**
*Application required*

Core Subjects / Components
These core subjects are automatically included:
- Religious Education/Employment Pathways
- English Foundation
- Mathematics Pathways
- Science General
- Structured Workplace Learning

VET Subject
Choose your core VET subject from the available VET subjects.

Electives
Choose three electives from the Year 10 elective subjects offered, two of these may be Learning Support.
Accelerating

Students who would like to pursue this pathway need to see the Director of Learning and Teaching and complete an application form.

For detailed information on VCE and VET Accelerated Options, please refer to the appropriate sections of this handbook.

Students may apply to study one or two VCE/VET Units 1 and 2 or Year 1 subject for completion in Year 10 (accelerating).

This option is best suited to students who:
• Are well organised, with demonstrated time management and work completion record
• Are achieving above average results
• Have not received any Academic Concerns

VCE/VET Subjects available for acceleration by students in Year 10 are:
• Art
• Accounting
• Business Management
• Computing
• Economics
• Environmental Science
• Food Studies
• General Mathematics
• Health and Human Development
• History: Twentieth Century History
• Legal Studies
• Media
• Outdoor and Environmental Studies (Units 3 and 4 to be completed in Year 11)
• Physical Education
• Psychology
• Studio Art
• VET - Automotive - Year 1
• VET - Agriculture Year 1
• VET - Building and Construction - Year 1
• VET - Community Services - Year 1
• VET - Creative and Digital Media - Year 1
• VET - Engineering Studies - Year 1
• VET - Events - Year 1
• VET - Hospitality - Year 1
• VET - Music Industry - Year 1
• VET - Small Business - Year 1
• VET - Sport and Recreation - Year 1

Exams

In Year 10 most subjects will have an exam in Semester 1 and Semester 2 for an assessment. All exams are compulsory for all students. The exam mark contributes to the overall result for each subject and is included on the Statement of Results. Exam dates for the year are published on the College calendar. When a student is unable to attend exams the Director of Learning and Teaching must be notified as soon as possible.
**Employment Pathways**

Students who would like to pursue this pathway need to see the Director of Learning and Teaching and complete an application form.

‘Employment Pathways’ is an exciting programme tailored to Year 10 students. Employment Pathways provides a focus on orientation to work options and pathways. It is anticipated that students completing Employment Pathways programme in Year 10 are likely to enrol in the VCAL programme in Year 11 and 12, however, a student may choose to complete VCE in Year 11 and 12. Whilst this option is not encouraged, Employment Pathways does not prevent a student entering VCE who has a positive mindset and is committed to successfully meeting the VCE requirements.

The programme will run for the entire year and includes compulsory strands of:
- Religious Education / Employment Pathways
- English Foundation
- Mathematics Pathways
- Science General
- VET - Vocational Training
- School based electives (may include Learning Support elective)
- Structured Workplace Learning

A feature of the Employment Pathways programme is the requirement to participate in Structured Workplace Learning (SwL). This will occur on Wednesdays.

Students need to select one VET subject from the following options and are encouraged to select school based electives that appeal to their area of interest and/or compliment the skills cluster as recommended in the table below.

<table>
<thead>
<tr>
<th>Industry / VET Subject</th>
<th>Possible School Based Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Science - Earth or Foundation, Geography</td>
</tr>
<tr>
<td>Automotive</td>
<td>Design &amp; Technologies - Motion Control, Metal, Electro</td>
</tr>
<tr>
<td>Building &amp; Construction</td>
<td>Design &amp; Technologies - Wood</td>
</tr>
<tr>
<td>Community Services</td>
<td>Science - Psychology</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>Design &amp; Technologies - Motion Control, Metal, Electro</td>
</tr>
<tr>
<td>Event Management</td>
<td>Home Economics A, B or C, Small Business &amp; Economics</td>
</tr>
<tr>
<td>Hospitality (Cooking, Coffee &amp; Cocktails)</td>
<td>Home Economics A, B or C</td>
</tr>
<tr>
<td>Music Industry - Sound Production</td>
<td>Music Performance</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PE Health, PE Body Systems, Outdoor &amp; Environmental Studies, Science, Biology</td>
</tr>
<tr>
<td>Screen &amp; Media</td>
<td>Art 2D, Photography, Digital Technologies, Media Studies</td>
</tr>
<tr>
<td>Small Business</td>
<td>Justice &amp; Power, Small Business Economics</td>
</tr>
</tbody>
</table>

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Year 10 Subjects
All students are required to select one Religious Education subject to be studied all year. **No subject changes are allowed at the end of Semester 1 for Religious Education.**

**School Based (SB):** The curriculum of our school based Religious Education subjects is drawn from the Source of Life units. Source of Life is the Religious Education curriculum used by the schools in the Sandhurst Diocese.

**VCE:** The curriculum for our VCE Religious Education subjects is designed by VCAA. These units contribute towards the student achieving their VCE.

This subject is a chance for students to experience Religious Education in a new way, with a strong focus on spiritual development and exploration. Students will get the opportunity to learn, reflect and respond to questions such as:

- What does God look like?
- Where do we find God?
- How do we respond to God?
- Why do we pray?

The goal of this course is to provide students with a pathway to explore their own faith, build on it, express it, question it, and come away with a better understanding of themselves in the light of God. Classes will have a strong focus on participation and will suit students who enjoy class discussion, personal journalling, and believe that there is more to life than the physical.

This Year 11-level subject is aimed at Year 10 students who would like to explore scripture in an in-depth analytical way. It focuses on unfolding some of the mysteries and richness held within scripture, based on the Catholic understanding that The Bible is the divinely inspired Word of God. This course will cover the outcomes of VCE Unit 1 Text and Traditions, giving students the possibility of achieving 1 unit towards their 16 required VCE units.

Within this course students gain an understanding of Literary Forms used in The Bible, investigate and understand the context of the various texts, as well as developing skills in using and interpreting scripture. Students will explore the unfolding covenants of God towards humanity, Jesus’ role in salvation history, and look at various methods of scriptural interpretation. Students who choose this course would enjoy reading and writing, as well as the pursuit of understanding God through scripture.

This subject offers students the opportunity to examine and question the relationship between Science and God. In one sense, this is a philosophy subject which aims to promote robust discussion about a variety of worldviews. The type of student who would enjoy this course and gain most benefit from it would include those who are open-minded, inquisitive, and those who are looking for reasons as to why and how to believe in God. Those who struggle to reconcile the sciences and the existence of God will find this subject helpful. The course includes explorations of origins of the universe, analysis of the various types of evolutionary models, exposure to expert scientific opinion on these issues, exploring evidence for faith and miracles and the nature of evil and suffering.
### English

Students *must choose one* English subject to be studied all year. It is highly advisable to follow the recommendation the student has received from the College.

<table>
<thead>
<tr>
<th>ADVANCED ENGLISH</th>
<th>ENGLISH</th>
<th>FOUNDATION ENGLISH</th>
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<tbody>
<tr>
<td><strong>SUBJECT CODE</strong></td>
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<td><strong>SUBJECT CODE</strong></td>
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<tr>
<td>10ENA</td>
<td>10ENG</td>
<td>10EFO</td>
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<td><strong>PLEASE NOTE</strong></td>
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</tr>
<tr>
<td>Entry into this subject is by application only for students who have been recommended by current English teachers based on Year 9 performance.</td>
<td>Entry into this subject is only for students who have been recommended by current English teachers based on Year 9 performance.</td>
<td>Further advice should be sought from the Careers Team or Learning Enrichment leaders.</td>
</tr>
</tbody>
</table>

Advanced English at Year 10 is designed to challenge those students who have consistently displayed excellent skills and application in their English studies. It will cover the topics studied in Year 10 English as well as extend students through the additional study of more complex texts and the application of literary theories. Students will also be strongly encouraged to pursue independent reading and develop research skills.

English at Year 10 is designed to extend the language skills of students through their capacity to write and speak effectively for a range of purposes, audiences and in a variety of ways. Students will study a range of texts, including a novel, film, poetry and media texts. They will learn how to craft responses to these orally and in writing.

This subject is designed for students who intend on selecting the VCAL pathway. The learning will be more practical and hands on to prepare students for the applied learning features of the VCAL programme. Foundation English at Year 10 is designed to focus on the basic language skills of students and build their capacity to write and speak effectively for a range of purposes and audiences. Students will read a range of short texts, including media texts, poetry and film. They will present responses to these orally and in writing and develop an understanding of persuasive language techniques used in the mass media.

*This subject is NOT recommended for students who intend to select the VCE programme in Year 11; it does not provide the necessary foundation for undertaking VCE English.*
<table>
<thead>
<tr>
<th><strong>Mathematics</strong></th>
<th>Students must choose one Mathematics subject to be studied all year. It is highly advisable to follow the recommendation the student has received from the College.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL MATHEMATICS</strong></td>
<td>General Mathematics is designed to prepare students for VCE General Mathematics (Units 1 and 2) in Year 11 and Further Mathematics (Units 3 and 4) in Year 12. Students access the Year 10 Victorian curriculum strands in the areas of Number and Algebra, Statistics and Probability, and Measurement and Geometry. Students extend their use of mathematical models to a wide range of familiar and unfamiliar contexts such as Financial Mathematics and Trigonometry.</td>
</tr>
<tr>
<td><strong>MATHEMATICAL METHODS</strong></td>
<td>This subject is a prerequisite for VCE Mathematical Methods Units 1 and 2 in Year 11 and leads to VCE Mathematical Methods Units 3 and 4 in Year 12. Students must satisfactorily complete core topics in each semester to study Mathematical Methods in Year 11. Students extend their use of mathematical models to a wide range of familiar and unfamiliar contexts, involving the use of all types of real numbers. They recognise the role of logical argument and proof in establishing mathematical concepts.</td>
</tr>
<tr>
<td><strong>MATHEMATICS PATHWAYS</strong></td>
<td>In mathematics - pathways students focus on the development of mathematical skill at their level. This class focuses on student growth and success, and builds math skill in areas that the student can use in everyday life. There is a focus on numeracy development, with the student focussing on the foundation skills of math, including number, the operations of maths and financial math literacy. The course used the Math Pathways programme. This subject is NOT recommended for students who intend to select the VCE programme in Year 11; it does not provide the necessary foundation for undertaking VCE Mathematics.</td>
</tr>
</tbody>
</table>

**PLEASE NOTE**
Entry into this subject is recommended by current Mathematics teachers based on Year 9 performance. Further advice should be sought from the Careers Team or Learning Enrichment leaders.
Students **must choose at least one** science subject. All science subjects are one semester in length. **Additional Science subjects can be chosen as an elective.**

It is highly recommended that students wishing to undertake a VCE science subject complete at least two Year 10 Science subjects. Physical Science will lead students toward the study of Chemistry, Physics and Biology. Biological Science will lead students toward the study of Biology, Psychology and Environmental Science. Earth Science will lead students toward the study of Environmental Science.

### BIOLOGICAL

**SUBJECT CODE**
10SBI

In this subject students will investigate the nature of cells and their makeup. They will also investigate the role of DNA in cells and in inheritance and how family characteristics are passed from one generation to another. In addition students investigate the process of evolution by natural selection and the process of speciation.

### EARTH

**SUBJECT CODE**
10SEA

In this subject students will investigate the earth as a part of the universe. They will investigate scientific theories such as the Big Bang. In addition, students will be introduced to global systems on earth. For example, they will investigate the major ecosystems on earth and how processes of change influence biodiversity. They also investigate the carbon and water cycles on earth and how these maintain life sustaining processes. They will analyse processes of change over time and whether these are natural or human-induced.

### PHYSICAL

**SUBJECT CODE**
10SPH

In this subject students will investigate the structure of the atom, elements and the periodic table, leading to the understanding of chemical equations. In addition students investigate the principles of motion, forces and gravity through studies of the motor car and the physics of ball games. Students will complete a variety of practical work, including projects designed by themselves.

### SCIENCE GENERAL

**SUBJECT CODE**
10SGE

In this subject students will explore concepts relating to household chemistry, movement and energy, inheritance and disease. Students will conduct group and individual investigations and fieldwork. It is expected that students selecting Science Foundation will not complete another unit of Science in Year 10. **This subject is NOT recommended for students who intend to select the VCE programme in Year 11; it does not provide the necessary foundation for undertaking VCE Science.**

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**PLEASE NOTE**

Entry into this subject is recommended by current Science teachers based on Year 9 performance. Further advice should be sought from the Careers Team or Learning Enrichment leaders.
INDUSTRY AND ENTERPRISE - UNIT 1

This subject runs across the year and successful completion will contribute one Unit towards a student’s VCE or VCAL certificate.

This subject investigates work and its place in work settings, industries and society. Students explore the vocational, economic, social and cultural aspects of work and are encouraged to undertake a theoretical and practical investigation of these aspects. Students investigate trends and patterns in Australian workplaces and industries and significant issues affecting Australian industries, and analyse the industry responses to these issues. A key feature of Industry and Enterprise is the compulsory 35 hours of structured workplace learning that students are required to undertake. Integral to this study are work-related skills, which cover a range of skills that are seen as being important for entry-level employees to develop and for life generally. Students develop work-related skills across a range of personal, community and work settings.

PROJECT BASED LEARNING (PBL)

Project Based Learning (PBL) aims to ensure that Notre Dame College students are offered an excellent contemporary curriculum, which allows them to achieve their personal best and access appropriate pathways beyond school. While completing their PBL subject students will engage with current, real-world problems and work to design a potential solution. The emphasis for this subject is on the skills of working collaboratively, communication, thinking creatively and critically, considering ethical implication and developing an inter-cultural understanding. Students will complete PBL throughout the year and will focus on Science, Technology, Religion, Engineering, Arts and Mathematics (STREAM) as well as Humanities and Social Sciences (HASS). Throughout the course of this subject students will work in groups to devise solutions to a range of different problems and challenges. In semester 2 students will work in groups on projects of personal interest in the local community.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>ART 2 DIMENSIONAL</strong>&lt;br&gt;<strong>SUBJECT CODE 10A2D</strong>&lt;br&gt;<strong>LEARNING AREA The Arts</strong></td>
<td>This subject aims to develop skills and abilities in the areas of drawing, painting and printmaking. Students will produce artworks on a large range of styles inspired by artists like Andy Warhol, Vincent Van Gogh and others. Students will also be exploring how artists communicate their ideas about social issues both through class discussions and a written assessment in the semester. Students will get the chance to develop and present their own unique style through various techniques this semester.</td>
</tr>
<tr>
<td><strong>ART 3 DIMENSIONAL</strong>&lt;br&gt;<strong>SUBJECT CODE 10A3D</strong>&lt;br&gt;<strong>LEARNING AREA The Arts</strong></td>
<td>This subject aims to develop skills and abilities in the areas of drawing, ceramics and sculpture. Students may work with clay, paper, wire and found objects to produce large sculptural pieces and explore the individual ideas. The theoretical component will focus on art appreciation, the history of art and reflection on individual work. Students will investigate 3D presentations by visiting exhibitions.</td>
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<tr>
<td><strong>DESIGN AND TECHNOLOGIES: ELECTRO</strong>&lt;br&gt;<strong>SUBJECT CODE 10DEL</strong>&lt;br&gt;<strong>LEARNING AREA Technology</strong></td>
<td>In this subject students will explore the concepts of electricity and apply them in a practical way, constructing and testing various circuits and electronics projects. Topics covered will include the individual components and tools used in electrical and electronics, construction techniques and testing of completed circuits. Students will also gain some basic electrical skills such as techniques used in fault finding.</td>
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<tr>
<td><strong>DESIGN AND TECHNOLOGIES: METAL</strong>&lt;br&gt;<strong>SUBJECT CODE 10DME</strong>&lt;br&gt;<strong>LEARNING AREA Technology</strong></td>
<td>This is a project driven metalworking subject. Students develop their practical metalworking skills by completing a project during the semester. Students work through the Product Design Process to design and make the project. Some theoretical understanding of the characteristics of materials, tools, processes and machines used to complete the practical class work project is required. Students will undertake material testing and evaluation activities. This subject provides a pathway for students interested in metal-based subjects at Year 11.</td>
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<tr>
<td><strong>DESIGN AND TECHNOLOGIES: MOTION AND CONTROL</strong>&lt;br&gt;<strong>SUBJECT CODE 10DMC</strong>&lt;br&gt;<strong>LEARNING AREA Technology</strong></td>
<td>The subject provides opportunities for students to learn about and engage with mechatronics, electro technology, robotics, pneumatics and hydraulics. They integrate aspects of designing, planning, fabricating, testing and evaluating to create an engineered solution for an intended purpose. Students will be required to design and construct a control system using appropriate technologies skilfully and safely.</td>
</tr>
<tr>
<td><strong>DESIGN AND TECHNOLOGIES: TEXTILES</strong>&lt;br&gt;<strong>SUBJECT CODE 10DTE</strong>&lt;br&gt;<strong>LEARNING AREA Technology</strong></td>
<td>This course involves students learning and implementing the Product Design Process through the use of textile materials. Students will follow the process with a focus on basic garment construction and fabric decoration. Students will gain an understanding of the use of commercial patterns, the creation of a design folio and the use of various machines and tools associated with textiles production. Students will prepare a written design folio, at least two production items based on a theme and they will sit an end of semester exam. This subject provides a pathway for students interested in textiles based subjects at Year 11.</td>
</tr>
</tbody>
</table>
This is a project driven woodworking subject. Students develop their practical woodworking skills by completing a project during the semester. Students work through the design process to design and make the project. Some theoretical understanding of the characteristics of materials, tools, processes and machines used to complete the practical class work project is required. Students will undertake material testing and evaluation activities. This subject provides a pathway for students interested in wood-based subjects at Year 11.

**DIGITAL TECHNOLOGIES: CREATIVE INDUSTRIES**

This course is intended to introduce students to the many career opportunities available in the Creative Industries field such as 3D artists, web designers, animators and special effects artists. Students will be provided with an introduction to the skills developed in the Certificate III in Screen and Media course. Students will receive an introduction to digital photo editing, web design, 3D modeling and 2D animation. Skills will be developed in a series of practical product based projects.

**DIGITAL TECHNOLOGIES: PYTHON PROGRAMMING**

This subject will introduce students to the Python programming language. Students will have the opportunity to learn to use this interactive, creative language and to solve organisational problems. This language can be used to create solutions to problems and provides the basis for game development. The unit will include methods for designing programming applications.

**ENGLISH LANGUAGE**

A general introduction to the study of English Language. Topics studied include the origins of the English language and its change over time, language acquisition, and language variation in the Shepparton region. The subject aims to explore the social purposes of English, drawing from real world examples of both spoken and written language. Students will complete various assessments including essays, oral presentations, research tasks and topic tests. Year 10 English Language provides a pathway to VCE English Language.

**GEOGRAPHY**

Students consider changes in the characteristics of places and the implications of these. Also, significant spatial distributions and patterns and evaluate their implications. This further develops their understanding of geographical concepts, including place, space and interconnection. Students also evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria. More specifically, we study how environmental changes can lead to changes in land use and how a country’s level of development relates directly to the wellbeing of its population. We analyse and evaluate geographical data to develop identifications, descriptions, explanations and conclusions that use geographical terminology.
The Second World War: Why it broke out? Who was involved in it? Why did Hitler gain power? What was the holocaust? Students then look at the Australian experience of WWII and why we got involved. They complete a depth study into an Australian woman who served. We visit the Shrine of Remembrance and the Jewish Holocaust Centre.

Rights and Freedoms: Students examine the American Civil Rights Movement paying particular attention to the Ku Klux Klan, important activists like Martin Luther King Jnr., and civil unrest in the American south. They then look at the Australian experience in this area paying particular attention to local Aboriginal activists who were significant to the movement. Students visit significant sites in the local area related to the local experience of activism.

The French Revolution: Students examine the factors that lead to a revolution. They look at who the significant individuals were in the French Revolution, paying particular attention to Marie Antoinette, Louis XVI and Robespierre. The importance of art works and their interpretation is undertaken with an emphasis on the symbolism used and the propaganda messages they are designed to transmit.

Students will explore food nutrients groups (protein, carbohydrates, fat, vitamins, minerals and water). They will research diet-related diseases such as obesity, type 2 diabetes, cardiovascular disease, cancer, and osteoporosis. They will examine food intolerances, such as lactose intolerance and coeliac disease, as well as examine food allergies. Students will look at and compare food nutrition labels. They will familiarise themselves with both government and non-government food models in Australia. Students will undertake practical sessions each week to produce food items related to the topics listed above. This subject will provide students with a sound introduction to VCE Health and Human Development and VCE Food Studies.

Students will explore multicultural cuisine and learn the food traditions of a range of cultures. Students will undertake production tasks to learn the principles for successful baking, including yeast products, and cake decoration techniques commonly used in the industry. They will study food hygiene and safety, causes of food poisoning and food contamination. Students will also explore a country of their choice and plan a meal to be part of a shared international food luncheon or banquet. This subject will provide students with a sound introduction to VCE Food Studies.

Students will develop food preparation and presentation techniques using different methods of cookery relating to Italian cuisine. They will learn how to prepare and serve non-alcoholic beverages/mocktails and the art of espresso coffee making using the coffee machine. The different techniques of preparing and serving café style sandwiches are also explored. Students will examine the features of Italian cuisine and plan a meal to be part of an Italian luncheon. This course will provide students with a sound introduction to VCE Food Studies.
**ITALIAN**

**SUBJECT CODE**
10ITA

**LEARNING AREA**
Languages

**PLEASE NOTE**
Students must have completed Year 9 Italian all year. This subject is a prerequisite for VCE Italian.

Italian is a continuation of Year 9 Italian. It focuses on strengthening the students’ writing, speaking, listening and reading skills. It allows further development of students’ everyday language skills through increased use of the Italian language in the classroom and within the community.

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**JAPANESE**

**SUBJECT CODE**
10JPN

**LEARNING AREA**
Languages

**PLEASE NOTE**
Students must have completed Year 9 Japanese all year. This subject is a prerequisite for VCE Italian.

Japanese is a continuation of Year 9 Japanese. It focuses on strengthening the students’ writing, speaking, listening and reading skills. Students have already learnt their Hiragana and Katakana script, and will be further developing their skills in using Kanji script. Students will also develop an understanding of Japan today through current affairs and cultural studies of Japan.

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**JUSTICE AND POWER**

**SUBJECT CODE**
10JPO

**LEARNING AREA**
The Humanities

Laws and Citizens (Justice) and Government and Democracy (Power). Justice - will be an introduction to the Australian Legal System including the court hierarchy. Students will examine how laws change to reflect society’s values and peoples’ rights in society. They explore areas of law that are currently affecting their lives and future lives - Law and Justice, Focus on Crime, Young People and the Law, Drugs and the Law. Power - will be an introduction to Australia’s political system, the role of political parties and independent representatives in Australia’s system of government and how citizens’ political choices are shaped, including the influence of the media. They examine Parliament as the key law making body in Australia and how laws are made. This subject can lead on to VCE Legal Studies and Politics, but is not a prerequisite.

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**LEARNING SUPPORT**

**SUBJECT CODE**
10LSU

**LEARNING AREA**
Learning Enrichment

Learning Support is a Year 10 elective which is available to students who have been recommended to participate. This course aims to build on individual student strengths in order to achieve academic success. Students are provided with support across all subject areas. This elective is recommended for students who have been involved with the Learning Enrichment Department in the past. This involvement may have included Adapted Learning Plans, Programme support Meetings (PSGs), funding applications, in class support and/or modifications to work.

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**LITERATURE**

**SUBJECT CODE**
10LIT

**LEARNING AREA**
English

A general introduction to the study of Literature. Students who select Literature are typically strong and confident academic performers in English as this course requires a significant ability to comprehend and interpret texts. They will be expected to read and explore a range of complex and challenging texts and respond to these texts both analytically and creatively. Students will study poetry, a play and a novel; all texts will be available from the Ursula Frayne Resource Centre for the duration of the semester. Year 10 Literature provides a pathway to VCE Literature.
<table>
<thead>
<tr>
<th>Year 10 Elective Subjects</th>
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**MEDIA STUDIES**

**SUBJECT CODE**
10MST

**LEARNING AREA**
The Arts

Students will learn about how the world we live in is represented to us across various media platforms including films, magazines and television shows. They will be asked to think critically about how our views of the world are shaped by the media and they will work creatively to produce their own media products. Alongside learning about the conventions used by producers of media they will develop hands on skills in photography, film, writing and editing to demonstrate their learning. This subject equips students to think deeply about everyday experiences. It would suit those who are interested in the media and are eager to learn more about its enormous impact on our lives.

**MUSIC PERFORMANCE**

**SUBJECT CODE**
10MPE

**LEARNING AREA**
The Arts

**PREREQUISITE**
Students are encouraged to have a private music tutor for their chosen instrument or voice

If you love to sing or play an instrument, then Music Performance may be a great option. This subject focuses on performing music as part of a group and as a soloist. Students will select, rehearse and perform pieces of music from a diverse range of contemporary or classical genres. Other areas of study include developing listening skills and learning to read and write musical notation. This is achieved through engaging classroom activities that build musicianship and teamwork. Students will also perform smaller musical pieces as a class and learn skills to analyse, improvise and compose extra parts for these pieces.

**OUTDOOR AND ENVIRONMENTAL STUDIES**

**SUBJECT CODE**
10OES

**LEARNING AREA**
Health and Physical Education

**PREREQUISITE**
You must have attended Outward Bound in Year 9 to enrol in this subject

**ADDITIONAL COSTS**
Additional costs are associated with this subject. A camp is a compulsory component of the course and will cost approximately $350 in 2020.

This subject has a theory and practical component and aims for students to develop skills, knowledge and attitudes to maintain safe and active lifestyles, engage in sustainable outdoor recreation and develop positive relationship and teamwork. Theory work has a focus on navigation and map reading, team building, canoeing, lightweight camping, bush cooking and outdoor clothing and first aid. Students are able to apply these skills over two short camps which currently include an overnight bushwalk with adventure activities selected from mountain bike riding, rock climbing/abseiling, giant swing and flying fox. The other camp includes canoeing and windsurfing.

**NB:** If you want to complete VCE Outdoor and Environmental Studies Units 1 and 2 and Units 3 and 4 you need to apply to accelerate as you cannot study OES in Year 12.
In Unit 1, students develop practical skills and knowledge to help them live sustainably in outdoor environments. They investigate what motivates people to participate in outdoor experiences and what access issues people may have. Unit 2 focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. Students study the impact of nature on humans as well as the variety of impacts humans have on the environment. In this unit, students also look at practical ways to reduce the impact humans have on the environment.

Practical activities will be selected from indoor cricket, touch rugby, squash, volleyball, badminton, pump aerobics, lawn bowls, tennis, basketball, netball and indoor soccer. Theory work will focus on body systems including skeletal, muscular, circulatory and respiratory systems. An introduction to biomechanics will be covered including balance, motion, momentum and force. This subject provides a pathway for students into VCE studies in PE.

This subject involves practical experiences through movement activities such as aerobics, relaxation, power walking, circuit work, indoor games and self-defence. The theory work associated with this subject will include issues relating to health, body image, diet and exercises, causes of disease and death in Australia. This subject provides a pathway for students into VCE studies in Health and Human Development.

This is a NEW course for 2020 and will run for a semester. In this subject, students will look into issues facing the sport and recreation industry as well as lessons about the body, sports injuries, first aid and ethical issues in a sporting context. Practical activities will be based around students organising and running their own sporting events. There is also a focus on fitness testing and technology in sport. This course would be suitable for anyone considering studying VET Sport and Recreation in the future.
PHOTOGRAPHY

Subject Code: 10PHO
Learning Area: The Arts

In this subject students will explore photography at a contemporary level. Students will be taught how to photograph using compact DSLR cameras to capture images as well as taught Adobe Photoshop for their post-production editing. Students will look at the work of artists from both digital and analogue photography to help them develop ideas for their photographs. Students will look at a range of styles such as portraiture, landscapes and collaging for their assessments. They will look at the ways photography can be used in the world and meanings behind it by completing a written analysis on photojournalism examples.

PSYCHOLOGY

Subject Code: 10PSY
Learning Area: Science

~ NEW ~

Students will explore various aspects of forensic psychology, sports psychology, positive psychology and consciousness. Students will examine different states of consciousness, including sleep and meditation, and will consider a range of theories related to dreams. They will investigate the effectiveness of lie detection tests and eye-witness testimonies and delve into the process of criminal profiling. Students will examine the concepts of motivation, goal-setting, self-talk and imagery. They will explore the positive psychology PERMAH framework, which includes positive emotion, engagement, relationships, meaning, accomplishment and health. This subject provides students with an introduction to VCE Psychology, but is not a prerequisite.

SMALL BUSINESS AND ECONOMICS

Subject Code: 10SBE
Learning Area: The Humanities

The business strand concentrates on how individuals, families, the community, workers, business and governments make decisions in relation to the allocation of business resources. Students learn the various components and requirements of planning and running a Small Business including record keeping and the preparing of business financial reports. They will gain an understanding of the basic economic problem of allocating resources to satisfy demand and supply. Students will also learn how current decisions and actions will shape future consequences in Australian and Global Economies. This course leads on to VCE Business Management, VCE Accounting and VCE Economics, but is not a prerequisite.

THEATRE STUDIES

Subject Code: 10TST
Learning Area: The Arts

Are you a performer? Are you interested in design? Are you interested in learning how to perform or becoming more confident when speaking to a group? Theatre Studies could be an ideal choice for you. Students will explore a range of different theatrical styles and have the opportunity to develop these skills by working with different scripts and styles of theatre. They will also study the ‘backstage’ side of theatre. Students will develop skills and knowledge about lighting, sound, sets, costumes, props and make-up by experimenting and developing ideas and concepts. Students will also view and analyse a live professional theatre performance.
There are two senior pathways offered to students:
1. The Victorian Certificate of Education (VCE)
2. The Victorian Certificate of Applied Learning (VCAL)

Vocational Education Training (VET) subjects can be undertaken as a part of a VCE programme and are an essential part of a VCAL programme.
School Based Apprenticeships and Traineeships can be undertaken as a part of a VCE or VCAL programme.

Choosing A Programme

*Identify your interests* and strengths and link these with appropriate work/career choices.

*Read the information* in this guide to get some ideas about how to select a VCE programme that leaves your options open for University or TAFE.

*Discuss your programme* with your parents/guardians.

*Seek help* from Careers Counsellor regarding prerequisite subjects you may need for University courses that interest you.

*Read information* related to a VCAL programme. Discuss with your classroom teachers and Head of House, to identify if this programme suits your learning needs and future pathways.

*If you are interested in VET,* read the relevant section of this guide.

Course selection is important in determining a career direction. Once the career direction is identified, you should work ‘backwards’ to decide which VCE, VCAL pathway and combination of units will lead you there.
At this stage you should ask yourself three questions:
1. Do I have some ability in the units I wish to pursue?
2. Do I enjoy that field of work they would lead me to?
3. How do these units relate to my career intention?

Students are strongly advised to consult the VTAC Guide for advice on subject choice, tertiary courses and pathways. See a Careers Counsellor for further details.

**Assistance With Pathway Choices**

When making choices about your programme, you should seek advice from your classroom teachers, your Head of House and a Careers Counsellor.
Students may apply to study one or two Units 3 and 4 sequence for completion in Year 11 (accelerating). Students who would like to pursue this pathway need to see the Director of Learning and Teaching and complete an application form.

This option is best suited to students who:
• Are well organised, with demonstrated time management and work completion record.
• Are achieving above average grades within their current subjects.

 Occasionally students apply to study a subject through distance education that is not offered at Notre Dame College. There are additional costs related to distance education. Students who would like to pursue this pathway need to see the Director of Learning and Teaching and complete an application form.

This option is best suited to students who are:
• Are well organised, with demonstrated time management and work completion record.
• Are independent and motivated learners.
• Are highly committed to their studies.

A VCE programme is a set of semester length units undertaken over a minimum period of two years. This programme is designed by students to meet their needs within the rules laid down by the Victorian Curriculum and Assessment Authority (VCAA).

Students must successfully complete three units from the English group of subjects. Two of the English units must be a Unit 3 and 4 sequence. Any other units may be chosen to make up the programme, ensuring that the balance of subjects suits the student’s post-VCE pathway.

Students must satisfactorily complete a minimum of 16 units including:
• 3 units of English, two must be a Unit 3 and 4 sequence
• 3 other Units 3 and 4 sequences (6 units)

The 16 units may include an unlimited number of VET units. For the purposes of obtaining an ATAR, students must complete a 3 and 4 sequence from the English grouping and at least 3 other scored 3 and 4 sequences, scored VET studies and for non-scored VET subjects receive an increment of 10% of the lowest study score of the primary four.

Units offered in this guide will only run if minimum class sizes are met and teachers are available.
Year 11 students are able to select from three programmes, as follows:

**Option 1**
**Standard VCE Programme**

**Core Subjects**
Choose your core subjects from the available subjects in each of the following areas:
- English
- Religious Education

**Elective Subjects**
Choose five subjects from the VCE & VET subjects offered. These can include VCE Units 1 and 2 and/or VET Year 1 subjects.

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**Option 2**
**With One or Two Accelerated Subjects**
*Application required*

**Core Subjects**
Choose your core subjects from the available subjects in each of the following areas:
- English
- Religious Education

**Elective Subjects**
Choose up to two Units 3 and 4 or VET Year 2 from the VCE & VET subjects offered.

If doing one accelerated subject;
Select four VCE Units 1 and 2 and/or VET Year 1 subjects.

or

If doing two accelerated subjects;
Select three VCE Units 1 and 2 and/or VET Year 1 subjects.

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**Option 3**
**VCAL (Victorian Certificate of Applied Learning)**

**Core Subjects / Components**
These core subjects are automatically included:
- Literacy Skills
- Numeracy Skills
- Personal Development Skills
- Religion and Society Unit 2
- Work Related Skills

**VET Subjects**
Choose two VET subjects from the available VET subjects listed in the handbook (school-based and/or external).
Year 12 students are able to select from three programmes, as follows:

**Option 1**

**VCE Programme with School Based RE**

**Core Subjects**
Choose your core subjects from the available subjects in each of the following areas:
- English
- Religious Education (school-based)

**Elective Subjects**
Choose four subjects from the VCE & VET subjects offered. These can include VCE Units 3 and 4 and/or VET Year 2 subjects.

**Option 2**

**VCE Programme with Units 3 and 4 RE**

**Core Subjects**
Choose your core subjects from the available subjects in each of the following areas:
- English
- Religious Education

**Elective Subjects**
Choose three subjects from the VCE & VET subjects offered. These can include VCE Units 3 and 4 and/or VET Year 2 subjects.

**Option 3**

**VCAL (Victorian Certificate of Applied Learning)**

**Core Subjects / Components**
These core subjects are automatically included:
- Literacy Skills
- Numeracy Skills
- Personal Development Skills
- Religion and Society Unit 2
- Work Related Skills

**VET Subjects**
Choose two VET subjects from the available VET subjects listed in the handbook (school-based and/or external).
What is VCAL?
Victorian Certificate of Applied Learning (VCAL) is an accredited Senior Secondary Certificate undertaken in Years 11 and 12. VCAL is based on the idea of “hands on” learning also known as applied learning. Students who do VCAL are likely to be interested in completing an apprenticeship, studying a TAFE course or going directly into the workforce once they finish school.

To successfully complete VCAL, students must select four compulsory strands:
• Literacy and Numeracy Skills
• Personal Development Skills (PDS)
• Work Related Skills (WRS)
• Industry Specific Skills

At Notre Dame College, students are automatically enrolled at an Intermediate level in Year 11 and at Senior level in Year 12. These levels can be adjusted during the year to suit individual student needs and abilities.

I have already done a VCE subject. Will it count towards my VCAL Programme?
If you have successfully obtained an S for a VCE subject then it will count towards your VCAL eligibility.

What is the best option for me - VCE or VCAL?
If you are considering applying to University at the end of Year 12, then VCE is the most appropriate choice. If you are a “hands on” learner who is looking for a pathway into an apprenticeship, work or a TAFE course directly after school, then VCAL may be a good option for you. If you are undecided between VCE or VCAL, it is recommended that you seek counselling from the careers team.

If you decide to complete VCE but think you may switch to VCAL at a later stage it is highly recommended you should select a VET subject in your VCE programme. You won’t be able to move into VCAL without a VET subject. Late entry to VCAL is not guaranteed, but considered on a case-by-case basis if a place is available.

Organising Your VCAL Programme
VCAL Compulsory Units are automatically selected for you in Web Preferences:
• VCAL Literacy Skills
• VCAL Numeracy Skills
• VCAL Personal Development Skills
• VCAL Work Related Skills
• Religion and Society Unit 2 (Year 11 only)

VET/Elective Options
You will need to select from the VET subjects and the combinations you can choose are as follows:
• 2 NDC VET Subjects
• 1 NDC VET Subject & 1 External VET Subject

Important considerations when selecting subjects in Web Preferences
The preferred option for VCAL programmes is to have two VET subjects. VET subjects must be studied sequentially – i.e., you cannot do Year 2 of a VET Subject if you have not successfully completed Year 1 already. It is possible, however, to commence Year 1 of a VET Subject in Year 12. As a general rule all external VET Subjects run on a Wednesday, so it is not possible to complete two external VET subjects.
LITERACY AND NUMERACY SKILLS

SUBJECT CODE
11VLS, 11VNS

Students study Literacy and Numeracy for two years in VCAL and must satisfactorily demonstrate all outcomes in Literacy and Numeracy.

- Literacy Skills - Reading and Writing and Literacy Skills - Oral. The purpose of Literacy Skills is to enable students to develop the knowledge, skills and attributes to read and write texts. Texts will deal mainly with personal topics and community issues. Orals presented by the students will be completed in variety of situations to develop their presentation and communication skills. Students will be assessed in twelve outcomes and must present three assessments for each outcome to satisfactorily pass Literacy Skills for the year and present these assessments in their folios.

- Numeracy Skills Unit 1. The purpose of this unit is to enable students to develop their confidence and skills to perform familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives. The mathematics involved includes numbers and data, financial literacy, time and location, measurement and design, and the use of software tools and devices.

- Numeracy Skills Unit 2. The purpose of this unit is to enable students to develop, refine, extend and apply numeracy knowledge and skills through an investigation in a familiar industry area linked to the VET units in their VCAL program or employment. The numeracy involved focuses on Number, Measurement, Financial Numeracy, and Probability and Statistics. This unit seeks to extend students’ understanding of how numerical knowledge and skills can be transferred to an industry area.

PERSONAL DEVELOPMENT SKILLS

SUBJECT CODE
11VPD

The Personal Development subject focuses on the development of self-confidence, effective communication and teamwork skills. Students generally study a variety of topics including safe driver education, stress management and social networking. As their major project for the year, students complete a diary on the life of an elderly person in the community.

WORK RELATED SKILLS

SUBJECT CODE
11VWR

The Work Related Skills subject assists students to develop their employability skills. Students are able to research information about careers and industries and learn about the role of OHS in the work environment. This subject includes industry visits and team projects. As part of this subject students may complete a Structured Work Placement, usually in the same industry as their VET Subject (see section on Structured Work Placements).

CORE VCAL - RELIGION AND SOCIETY UNIT 2

SUBJECT CODE
11RSY

In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

INDUSTRY SPECIFIC SKILLS

Students must select two VET subjects, some VET subjects are offered at Notre Dame College and some are offered through external providers such as GOTAFE. The range of VET options are extensive. Please refer to the VET section of this Handbook for more detail on what VET subjects are offered at NDC and what is offered for our students externally. School Based Apprenticeships and Traineeships (SBATs) are also recognised VET qualifications. Students completing SBATs can have their subject loads reduced to accommodate these arrangements. For more information on SBATs please see the VET section of this handbook or contact Belinda Picone at the College.
Students explore a range of current issues in the community in Literacy and pass outcomes on Reading, Writing and Oral skills. Students explore current issues and are provided with the flexibility in the classroom to engage in topics of personal interest. Assessment ranges from oral presentations, reports and folio presentations ensuring students are able to develop their literacy skills in a variety of situations.

In Numeracy there are a number of hands on assessment activities and formal assessments to demonstrate skills for various outcomes on Design, Measuring, Location, Data and formulae for algebraic expressions. Activities range from experiments, excursion to Grand Prix Melbourne, building model bridges, formal tests and module booklets.

Religious Education is embedded in VPD. Students study social diversity, mental health and homelessness. Students must organise class meetings and organise their own major project and fundraiser. Students also look at areas of social awareness and community. They will study Tourism and develop their home page design for Campaspe Shire Tourism Board in Echuca as their community project completing a Religious unit to design their own prayer booklet.

Designed to:
- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop OHS awareness to prepare for work placement and employment

Students in Year 12 will undertake safety assessment, industry visits, innovative team work strategies and group work projects.

Students must choose a **MINIMUM** of one VET subject which has nationally recognised industry qualifications. Some VET subjects are offered at Notre Dame College and some are offered through external providers such as GOTAFE.

The range of VET options are extensive. Please refer to the VET section of this Handbook for more detail on what VET subjects are offered at NDC and what is offered for our students externally.

School Based Apprenticeships and Traineeships (SBATs) are also recognised VET qualifications. Students completing SBATs can have their subject loads reduced to accommodate these arrangements. For more information on SBATs please see the VET section of this handbook or contact Belinda Picone at the College.
VET Programme
Vocational Education and Training (VET) subjects are made up of industry specific training and students gain a nationally recognised qualification as part of their VCE or VCAL certificate. Students must undertake Units 1 and 2/Year 1 before attempting Units 3 and 4/Year 2. VET programmes are taken over a two-year period. Therefore students must undertake Year 1 before attempting Year 2.

**NB: no mid-year intakes will be granted with any VET subject due to enrolment restrictions.**

VET subjects offer students the opportunity to:
- Explore career options and pathways
- Undertake learning in the workplace
- Gain a nationally recognised qualification or credit towards a qualification that contributes to their VCE or VCAL certificate

VCE Programme - VET Contribution to the Australian Tertiary Admission Rank (ATAR)
- Where a scored Units 3 and 4 sequence is available in a VET subject, it will contribute directly to the ATAR, either as one of the student’s primary four studies or as a fifth or sixth study.
- Scored VET programmes are examinable and students complete a VCAA exam at the end of the Units 3 and 4 sequence.
- For non scored VCE VET programmes, students who successfully complete a Unit 3 and 4 sequence can receive an increment of 10% of the lowest study score of the primary four.

VCAL Programme – VET Contribution to VCAL
VET is a compulsory part of a student’s VCAL Programme and represents the Industry Skills component of the VCAL certificate. Students will not be accepted into the VCAL Programme without a VET subject.

Key definition ‘Pre-apprenticeships’
A pre-apprenticeship is a nationally recognised qualification that has an automatic training and duration credit into the apprenticeship in the same industry area. A pre-apprenticeship training programme prepares the student for entry into a trade based apprenticeship by equipping the student with foundation knowledge and skills.

Programme Levy
There will be an additional materials levy of $50 per term per VET subject. Students are strongly advised to consult the VTAC Guide for advice on subject choice, tertiary courses and pathways. See a Career Counsellor for further details.

### VET Subjects offered at Notre Dame College

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<tr>
<th>VET Subjects Offered</th>
<th>VCAA Scored Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>-</td>
</tr>
<tr>
<td>Automotive</td>
<td>-</td>
</tr>
<tr>
<td>Building &amp; Construction</td>
<td>-</td>
</tr>
<tr>
<td>Community Services</td>
<td>Yes</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>Yes</td>
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<tr>
<td>Events</td>
<td>-</td>
</tr>
<tr>
<td>Hospitality - Kitchen Operations</td>
<td>Yes</td>
</tr>
<tr>
<td>Screen and Media</td>
<td>Yes</td>
</tr>
<tr>
<td>Music Industry (Sound Production)</td>
<td>Yes</td>
</tr>
<tr>
<td>Small Business</td>
<td>-</td>
</tr>
<tr>
<td>Sport &amp; Recreation</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Entry Selection Criteria**

Some VET courses offered at GOTAFAE have selective entry requirements due to restrictive class sizes. Those courses are:

- **Electrotechnology**
  - GOTAFA requires entry LLN testing to be held in late October 2019 for prospective first year students.

- **Education Support**
  - GOTAFA requires a written application, supporting documents and interview.

- **Health Services**
  - GOTAFA requires a written application, supporting documents and interview.

- **Equine Studies**
  - Horse Skills Self-Assessment form to be completed.
External Vet
The school offers students the opportunity to apply to participate in a number of certificates and traineeships through external providers. These courses have a significant vocational component and take into account the wide ranging interests and potential career paths students may wish to pursue. These courses satisfy the VET component of VCAL programmes. ATAR contribution varies from subject to subject and should be checked on the VCAA website.

If a student is approved for External VET they need to be aware:
• They are expected to arrange their own transport.
• They need to be responsible for catching up on school work missed whilst at training.
• They will have a modified timetable (one less subject, replaced with a study period to catch up on missed work).
• Enrolment is not automatic. Approval must be granted by the VET Leader. Application forms are available from the Learning and Teaching Leaders.
• There may be some additional materials costs associated with participation in these courses.
• If a student’s attendance is under 80% they will be asked to leave the course.

GOTAFE
The following information is sourced from GOTAFE handbook and may be subject to change. Detailed information on these external courses should be obtained prior to enrolment. Students wishing to pursue this pathway need to see the VET Learning and Teacher Leader.

Attendance/Duration:
GOTAFE run the majority of their practical classes on Wednesdays. Most courses are of two years duration and a work placement is highly recommended. Students are required to make up for any school work missed.

Assessment:
For most courses students are assessed as competent or not competent. Assessment is generally based on a demonstration of skills via completion of required tasks, written and verbal assignments, practical work, classroom participation, project and online or written tests.

Materials Fees
For courses at GOTAFE material fees will be $810 (Year 1), $325 (Year 2) are paid by the College.

Courses Available
For more information on these courses that are available to Notre Dame College students, please go to: www.gotafe.vic.edu.au/tec/

Gawne Aviation - Student Pilot Training
At the time of printing the cost invoiced to families for this training is approximately $1500 per year.
This course is a two year programme delivered by Gawne Aviation, Shepparton. The Student Pilot Training Course is aimed at students who have an interest in training for a career as a pilot. The course is also suitable for those with an interest in obtaining the Private Pilot Licence. The aim of the VET aviation course (as part of the 150 hour Approved Commercial pilot course) is to provide students with the opportunity to work towards or complete a General Flying Progress Test (GFPT). The GFPT is the first stage in a pilot’s training that ultimately leads to the gaining of a Commercial Pilot Licence, which is the licence level of any pilot.

This course includes:
• Basic aircraft handling skills on the ground and in the air
• 15 hours minimum dual flying experience
• 5 hours minimum solo flying experience
• 1 hour synthetic trainer experience
• Basic Aeronautical Knowledge (BAK Theory Exam)
School Based Apprenticeships (VET)
School Based Apprenticeships offer students the opportunity to sign up for a part-time apprenticeship with an employer whilst completing their schooling. To commence a School Based Apprenticeship the student will need a host employer.
A registered training organisation will deliver the required training either through book work, online learning, TAFE practical training or a combination of the above. An apprenticeship centre will administer the traineeship. Generally employers have a preferred apprenticeship centre, however, the College can make a referral to a local organisation if requested. Most often, students source School Based Apprenticeships through their own contacts or VET/VCAL work placements.
School Based Apprenticeships may also be advertised through the College Careers Centre or local apprenticeship centres such as The Apprenticeship Factory or CVGT. School Based Apprenticeships cannot be selected through web preferences, however, students should contact Belinda Picone Workplace Learning & Administration Officer, for assistance if they are made an offer of a School Based Apprenticeship.
VCE Subjects
All students are required to select one Religious Education subject in Year 11 and Year 12.

**School Based (SB):** The curriculum of our school based Religious Education subjects is drawn from the Source of Life units. Source of Life is the Religious Education curriculum used by the schools in the Sandhurst Diocese.

**VCE:** The curriculum for our VCE Religious Education subjects is designed by VCAA. These units contribute towards the student achieving their VCE. Units 3 and 4 VCE Religious Education subjects include a VCE exam.

### A CHRISTIAN LIFE

**(SB) Year 12**

This subject focuses on leading students gently through engaging them with our Christian / Catholic story, which began for them at Notre Dame in Year 7. Looking at how students have changed, how their thoughts have changed, how their understanding has grown, including skepticism and questioning of Christianity. It would aim to gently build on their adult view of spirituality, particularly in the areas of imagination and mystery, accepting our own limits but embracing the mysteries before us.

**Topics include**
- Questions about God - what was our view of God as a child and what is it now? How has it changed? Why has it changed?
- What Christianity is in 2020: how Christianity has changed (and hasn’t changed). What is holding it back? What is the Christian hope, really? Why are there more atheists now than ever? Why is it harder to believe as you get older?
- Ways of praying and experiencing God in the final part of their schooling and beyond. There will be time for prayer in the Chapel, looking at ways of praying, and having time with Father Joe (or another priest) to discuss life beyond school.

### THE EXISTENCE AND NATURE OF GOD

**(SB) Year 12**

For students interested in debating and exploring the concept of God, as understood in the Christian faith. Designed to evoke discussion, develop opinions and enhance critical thinking skills. As such, it is best suited to those who wish to be challenged in their understanding of faith, and explore ideas about God in a rigorous, intellectual manner. Skills in logic and reasoning are explicitly taught, before discussing and critiquing a range of arguments for and against the existence of God. Students are also introduced to some important teachings in Christian theology and philosophy. Concepts such as Worldview, Afterlife, Belief are unpacked and discussed, as well as some of the central Christian claims regarding the nature of God. By examining these concepts, students will gain a more informed view of the Christian faith and allow some of their more difficult questions about faith to be answered.

### LIVING JUSTLY

**(SB) Year 11**

In this subject students will investigate justice issues facing our world today, their causes, the associated problems and their impact on humankind. Students will explore Church teachings relevant to these issues and practical and Christian responses. The concept of service will be examined in terms of individual and collective responsibility to think globally and act locally. The units for study include social justice, homelessness, slavery and human trafficking. Finally, students will explore vocation, what it means to live and work as a Christian in today’s world, in the light of Sacred Scripture and the Catholic Tradition.
In this subject students will investigate justice issues facing our world today, their causes, the associated problems and their impact on humankind. The Italian version of this subject presents all ideas in Italian language, as well as requiring students to respond mainly in Italian. It is an immersive language experience as well as being a Religious Education course, with equal focus given to content and language. Students will explore Church teachings relevant to these issues and practical and Christian responses. The concept of service will be examined in terms of individual and collective responsibility to think globally and act locally. The units for study include social justice, homelessness, slavery and human trafficking. Finally, students will explore vocation, what it means to live and work as a Christian in today’s world, in the light of Sacred Scripture and the Catholic Tradition.

This subject requires students to have studied Italian prior to Year 11. It is highly recommended that students electing to study Year 11 Italian also elect Year 11 Living Justly (Italian).

RELIGION AND SOCIETY (VCE Non Scored)

Unit 1

Students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity.

RELIGION AND SOCIETY (VCE)

Units 3 and 4

In Unit 3 students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion. Unit 4 focuses on the interaction over time of religious traditions and the societies of which they are a part. Students explore challenge for religious traditions generally over time and then undertake a study of challenge and change for one or more than one religious tradition or denomination.
### English

All Student are required to select one English subject in Year 11 and Year 12.

#### ENGLISH

**Units 1 and 2**

- **SUBJECT CODE**: 11ENG
- **PREREQUISITES**
  - Successful completion of Unit 1 and 2 English

Unit 1 focuses on the reading of a range of complex texts, including media texts. Students craft analytical and creative essay responses, as well as undertaking an oral component.

Unit 2 focuses on the reading and comparison of a range of complex texts, including media texts. Students craft comparative and persuasive essay responses.

**Units 3 and 4**

- **SUBJECT CODE**: 12ENG
- **PREREQUISITES**
  - Successful completion of Units 1 and 2 English

Unit 3 develops students’ ability to read a range of complex texts. Students craft analytical and creative responses to both literary and media texts.

Unit 4 focuses on the comparative reading of paired texts. Students apply their understanding of media issues and persuasive texts to craft and deliver an oral component.

#### ENGLISH AS AN ADDITIONAL LANGUAGE

A student may be eligible for EAL status if they meet both of the following conditions:

1. (a) The student has been a resident in Australia or other predominantly English-speaking country for no more than seven years. This period of seven years is to be calculated cumulatively over the student’s whole life or
   (b) The student is an Aboriginal or Torres Strait Islander student whose first language is not English.

2. English has been the student’s major language of instruction for a total period of not more than seven years over the period of their education.

Please see the Director of Learning and Teaching if this applies to you.

#### ENGLISH LANGUAGE

**Units 1 and 2**

- **SUBJECT CODE**: 11ELA
- **LEARNING AREA**
  - English
- **PREREQUISITES**
  - It is strongly advised that you discuss your suitability for this course with your English teacher prior to selection.

Unit 1 focuses on the changes that have occurred in English over time. Students investigate the factors that bring about language change, including those that come from within the language itself, from transformation, and from contact with other languages. They explore language change across all subsystems, as represented in texts that traverse history.

Unit 2 encourages students to consider the effects of the global spread of English. They learn about the development and decline of languages as a result of English contact, the elevation of English as a global lingua franca and the significant cultural repercussions of language contact.
ENGLISH LANGUAGE

Units 3 and 4

SUBJECT CODE 12ELA

PREREQUISITES
It is strongly advised that you discuss your suitability for this course with your English teacher prior to selection.

Unit 3 is an extension of the linguistic concepts and sub-systems of language as they apply to both formal and informal settings. Students study how language is indicative of power structures and how language varies according to the user. Unit 4 focuses on the role of language in establishing and challenging different identities. This incorporates a study of Standard Australian English and the many varieties of English found in contemporary Australian society.

LITERATURE

Units 1 and 2

SUBJECT CODE 11LIT

PREREQUISITES
It is strongly advised that you discuss your suitability for this course with your English teacher prior to selection.

Unit 1 focuses on analysing the way literature represents human experience whilst developing the reading techniques students use to deepen their understanding of texts. Students respond to a range of texts personally, critically and creatively.

Unit 2 focuses on the students’ critical and creative responses to text, deepening their discussions about text construction.

Units 3 and 4

SUBJECT CODE 12LIT

PREREQUISITES
It is strongly advised that you discuss your suitability for this course with your English teacher prior to selection.

In Unit 3, students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations to develop creative responses to texts.

In Unit 4, students develop critical and analytic responses to texts. They consider the context and the ideas explored in the texts; the style of the language and points of view. They investigate literary criticism informing both reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. The literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.
ACCOUNTING

Unit 1 and 2

SUBJECT CODE
11ACC

LEARNING AREA
The Humanities

Unit 1 focuses on the establishment of a small business together with the accounting and financial management of a small business. Both manual and Information Communications Technology (ICT) methods of recording and reporting are used.

The focus of Unit 2 is on a sole trader and accounting for a Trading Business using the accrual approach to single entry accounting. Both manual and Information Communications Technology (ICT) methods of recording and reporting of financial data are used.

Unit 3 and 4

SUBJECT CODE
12ACC

LEARNING AREA
The Humanities

Unit 3 focuses on financial accounting for a trading business, operated as a sole trader. It emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording, using the accrual basis of accounting. Unit 4 allows students to investigate the use of financial and non-financial information in assisting management in the decision making process. Students learn about the role and importance of budgeting and how to prepare budgets for cash, financial performance and financial position. (A digital Edrolo resource is required for this subject.)

ART

Unit 1 and 2

SUBJECT CODE
11ART

LEARNING AREA
The Arts

Unit 1 focuses on artworks as objects and examines how art elements, art principles, materials and techniques and artistic processes communicate meaning. Students will examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artwork.

Folio - students undertake a range of art experiences that offer different way of working and developing a folio. This understanding shows them how to use the art process.

In Unit 2 students use the Cultural Framework and Contemporary Framework to examine the different ways that artists interpret and present social and personal artistic practice. Students investigate how artworks can be created as forms of expression for specific cultural and contemporary contexts.

Folio - The students use the art process and experiment with visual language to develop and present their artwork

Unit 3 and 4

SUBJECT CODE
12ART

LEARNING AREA
The Arts

In Unit 3 students study selected artists who have produced works before 1990 and since 1990. Students analyse and interpret the meaning of artworks to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations.

Folio - Students use the art process to develop their own art responses inspired by personal ideas, concepts and observation. They explore and experiment with the art materials to progressively develop and refine their ideas. They reflect, analyse and evaluate these ideas.

In Unit 4 students study artworks and develop and expand upon personal points of view. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues communicate through artwork.

Folio - Students continue to develop their body of work started in Unit 3 by using the art process and work towards resolving their ideas and concepts in a finished artwork.
In Unit 1 students examine the structure of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Unit 2 focuses on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms.

In Unit 3 students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. In Unit 4 students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population’s gene pool. (A digital Edrolo resource is required for this subject.)

In Unit 1 students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. Unit 2 focuses on the establishment phase of a business’s life. Students examine the legal requirements that must be satisfied to establish a business. They analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

In Unit 3 students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. They examine the different types of businesses and their respective objectives. In Unit 4 students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. (A digital Edrolo resource is required for this subject.)

In Unit 1 students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure, students explore and explain relationship between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Unit 2: Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.
## CHEMISTRY

### Units 3 and 4

**SUBJECT CODE**
12CHE

**LEARNING AREA**
Science

**HIGHLY RECOMMENDED**
Units 1 and 2 Chemistry

In Unit 3, students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in their actions, and calculations of the amounts of energy released and their representations.

In Unit 4 students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. (A digital Edrolo resource is required for this subject.)

## COMPUTING

### Units 1 and 2

**SUBJECT CODE**
11COM

**LEARNING AREA**
Technology

**Units 3 and 4**

**SUBJECT CODE**
12CSD

**LEARNING AREA**
Technology

In unit 1 students, focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs.

In unit 2 students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

In unit 3, students focus on the application of a problem solving methodology and underlying skills to create purpose designed solutions using a programming language. Students will develop a detailed understanding of the analysis, design, and development stages of the problem solving methodology and use a programming language to create working software modules.

In unit 4 students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. You will continue to study the programming language used in Unit 3.

## ECONOMICS

### Units 1 and 2

**SUBJECT CODE**
11ECO

**LEARNING AREA**
The Humanities

**HIGHLY RECOMMENDED**
Accounting, Legal Studies and Business Management. It is suggested that a student wishing to complete Economics Unit 1 has an interest in Business, Commerce and trade and how the Australian economy functions.

In Unit 1, students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

In unit 2, students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.
### ECONOMICS

**Units 3 and 4**  
**SUBJECT CODE**  
12ECO  
**LEARNING AREA**  
The Humanities  
**HIGHLY RECOMMENDED**  
Units 1 and 2 Economics

In unit 3, students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. In unit 4, students develop an understanding of how the Australian government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

### ENVIRONMENTAL SCIENCE

**Units 1 and 2**  
**SUBJECT CODE**  
11ESC  
**LEARNING AREA**  
Science  
**HIGHLY RECOMMENDED**  
Year 10 Earth Science or Biological Science

In unit 1, students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. In unit 2, students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution.

In unit 3, students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. In Unit 4, students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use.

### FOOD STUDIES

**Units 1 and 2**  
**SUBJECT CODE**  
11FST  
**LEARNING AREA**  
Technology

Students examine the origins of food from historical and cultural perspectives. Food systems from a small-scale and commercial perspective are explored and students seek to understand the demands of providing high quality food to meet the demands of consumers. Particular emphasis is placed on the development of broad practical cookery skills and the exposure to various ingredients and preparation methods.

Students will investigate the influences on daily food intake. The science of food is explored including how our bodies digest, absorb and utilise the nutrients obtained from foods in order to maintain our health and wellbeing. Particular emphasis is placed on the functional properties of food in order to understand the changes that occur to our food through preparation and cooking and how to cook for health. Students obtain a concrete understanding of the nutrient requirements for a vast range of individuals and develop their capacity to design and prepare balanced meals to meet their needs whilst being mindful of sustainability, economic and ethical considerations. Students will be well equipped to correctly navigate and interpret potentially misleading food labelling information. An understanding in regards to the impacts of globalisation and technology amongst other factors on our food supply will also be obtained.
These units cover a range of mathematical topics that are used in many day-to-day applications in a wide variety of careers. It is designed to provide general preparation for employment or further study. (An extended Edrolo resource is required for this subject.)

This subject designed for students who would like to continue onto a Year 12 Mathematics, but who find the abstract nature of the Mathematical Methods course difficult to manage. This subject prepares students for Further Mathematics Units 3 and 4 as well as providing general preparation for employment. Topics covered are from areas of Mathematics with significant applications in the workforce.

Health and Human Development Unit 1 looks at health and wellbeing and the different ways people interpret what it is. Students look at influences of health and wellbeing, especially during the youth stage of life. Unit 1 also looks at nutrition and the effect it has on individuals, families and the wider population, and factors that lead to both positive and negative food choices. In Unit 2, students look into the lifespan and the progression from birth to adulthood. They look in detail at the different characteristics of each stage and the changes expected as they progress from youth to adulthood. Students also look at the Australian Healthcare System and issues surrounding quality access to health care.

In Unit 3, students look at health, wellbeing and illness within a global context as a topic that has many interpretations due to its complexity. Students also look at public health approaches and models and analyse how effective they are in achieving their goals. In Unit 4, students investigate the health status and burden of disease in different countries, and explore factors that contribute to health inequalities between and within countries. Students also investigate the role of non-government organisations and Australia’s overseas aid programme. They evaluate the effectiveness of health initiatives and programmes in a global context and reflect on their capacity to take action. (A digital Edrolo resource is required for this subject.)
In Unit 1 students explore the nature of political social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was to a large degree reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

In Unit 2 students explore the nature and impact of the Cold War and changes to the existing political, economics and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves. The second half of the twentieth century was dominated by the competing ideologies of democracy and communism setting the backdrop for the Cold War.

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

In Unit 1 is designed to extend students’ knowledge and skills in understanding, speaking and writing the language. Students will focus on a variety of topics which are integrally linked to understanding the culture and language of modern day Italy. Unit 2 is designed to extend students’ knowledge and skills in understanding, speaking and writing the language. Students will focus on the topic of Italian film and television and Made in Italy, i.e. Fashion and food. It is highly recommended that students electing to study Year 11 Italian also elect Year 11 Living Justly (Italian) to consolidate and improve their Italian Language skills while studying their Religious Education course. Please refer to ‘Year 11 Living Justly’ for the course description.

Unit 3 is designed to extend students’ knowledge and skills in understanding, speaking and writing the language. Students will develop their language skills by exploring contemporary issues around school, life and work. Unit 4 is designed to extend students’ knowledge and skills in understanding, speaking and writing the language.
Unit 1: Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2: This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Unit 3: In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates’ Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases.

Unit 4: In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. (A digital Edrolo resource is required for this subject.)
Mathematical Methods is a demanding mathematics course which significantly extends students' knowledge in key areas of Algebra, Functions, Graphs, Combinatorics and Probability and also introduces them to the fundamental ideas of Calculus. Extensive use will be made of the Casio Class-pad calculator. Mathematical Methods Units 1 and 2 is intended particularly as preparation for Mathematical Methods Units 3 and 4. A large proportion of this course involves algebra and graphing.

This course both consolidates and extends the material covered in Mathematics Methods Units 1 and 2. The main areas of study are Algebra, Functions and Graphs, Calculus and Probability. Any student attempting this course must be familiar with the content of Mathematical Methods Units 1 and 2. Extensive use will be made of the Casio Class-pad calculator. (A digital Edrolo resource is required for this subject.)

In Unit 1 students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society.

In Unit 2 students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role.

Within Unit 3 students will focus on film and TV narratives. This Unit will encourage the students to consider the physical and ideological construction of media messages, and will allow them to invest deeply in the work of those who have been before them. Students will be challenged to consider how the construction of their own ideas has been shaped by the world around them. This Unit will require the students to research, experiment and ultimately plan their own production. Students will have an opportunity to analyse films, radio or audio products and various other media forms.

In Unit 4 students focus on traditional and contemporary agency and control within the media. Students will investigate the very nature of media communications, and attempt to analyse whether the power of the media is determined by the creator of the media product or the audience that consumes it. Throughout this Unit the students will also produce, refine and resolve the media product that they began designing in Unit 3.
Unit 1 Music performance involves synthesis of knowledge of the music work/s being performed including their structure, style and context and their expressive qualities. Performance also requires the use of an instrument to interpret and realise the work, and knowledge and understanding of how to use an instrument/s to produce and manipulate sound.

Unit 2 focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces.

Unit 3 focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance programme they will present in the end-of-year examination.

Unit 4 focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance programme they will present in the end-of-year examination.

In Unit 1, students develop practical skills and knowledge to help the live sustainably in outdoor environments. They investigate at what motivates people to participate in outdoor experiences and what access issues people may have.

Unit 2 focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. Students study the impact of nature on humans as well as the variety of impacts humans have on the environment. In this unit, students also look at practical ways to reduce the impact humans have on the environment.
OUTDOOR AND ENVIRONMENTAL STUDIES

Units 3 and 4

SUBJECT CODE
12OES

LEARNING AREA
Health and Physical Education

PREREQUISITES
Prerequisites.

ADDITIONAL COSTS
Students are required to participate in a number of outdoor activity camps that will incur additional costs.
Unit 3 - Additional cost is approximately $300.
Unit 4 - Additional cost is approximately $300.

Units 3 and 4 OES is only available as an accelerated subject for Year 11 students (Year 12 students are unable to select this subject).
Unit 3 focuses on relationships between humans and the outdoor environment within Australia. Students will look at a series of case studies and examine the impact of human relationships with the outdoor environment. Students will be involved in camps with outdoor environments where there has been human interaction. These camps allow students to place their theoretical knowledge into practice, and to develop skills and knowledge on particular outdoor environments.
In Unit 4 students look into sustainable use and management of outdoor environments. They examine a variety of issues and look into how the environment can support the future needs of Australians. They will investigate current acts and conventions as well as management strategies for maintaining healthy environments. Students will also complete practical experience as part of Unit 4.

PHYSICAL EDUCATION

Units 1 and 2

SUBJECT CODE
11PED

LEARNING AREA
Health and Physical Education

Units 3 and 4

SUBJECT CODE
12PED

LEARNING AREA
Health and Physical Education

Physical Education has both a practical and theoretical component and is able to be accelerated. In Unit 1, The Body in Motion, students learn about the musculoskeletal system and how all of the different elements work together to move the body. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.
Unit 1 also covers the cardiorespiratory system and how it functions both at rest and during physical activity.
In Unit 2, students examine the relationships between physical activity, sport, health and society, and explore the contemporary issues associated with participation in physical activity and sport.

In Unit 3, students analyse the movement skills of themselves and others in both theoretical and practical sessions and suggest ways to improve skill-based performance. They also learn in detail about how the body produces and uses energy, and how different energy systems work together to improve physical performance.
In Unit 4, students look at how training improves performance, the foundations of an effective training programme, different training models and approaches, and how training is implemented effectively to increase fitness across a range of sports at individual, club and elite level. (A digital Edrolo resource is required for this subject.)
In Unit 1, students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

In Unit 2, students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In Unit 3, students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an issues in their understanding of why objects move when they are not apparently in contact with other objects. In Unit 4, students investigate ideas such as the wave and photon models to explain interactions of light and matter; the generation, transmission, distribution and use of electric power. (A digital Edrolo resource is required for this subject.)

For VCE Product Design and Technology, students assume the role of a designer-maker. In adopting this role, they develop and apply knowledge of factors that influence and address the design factors relevant to their design situation. The knowledge and use of resources is integral to product design. Students use a range of constructing materials, tools, equipment and machines to transform the selected materials into products. The material for these products come from one of the specialisation areas of wood, metal, textiles or plastics.

Product Design and Technology offer career pathways in fields such as engineering, fashion, furniture, jewellery and textiles at both professional and vocational levels. It contributes to developing creative problem solvers and project managers that are well equipped to deal the multi-disciplinary nature of modern workplaces. There are no prerequisites for entry to Units 1, 2 and 3 but students must undertake Units 3 and 4 as a sequence.
In unit 1, students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. They explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. In unit 2, students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others.

In unit 3, students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress.

In unit 4, students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. (A digital Edrolo resource is required for this subject.)

It is strongly advised that you discuss your suitability for this course with your Mathematics teacher prior to selection.

Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

It is strongly advised that you discuss your suitability for this course with your Mathematics teacher prior to selection.

Specialist Mathematics Units 3 and 4 is an advanced and demanding course. It is designed for students with a strong interest in Mathematics including those intending to study mathematics, physical sciences or engineering at university. (A digital Edrolo resource is required for this subject.)
STUDIO ARTS

Units 1 and 2
SUBJECT CODE
11SAR
LEARNING AREA
The Arts

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks.

In unit 2, students focus on establishing and using a studio practice to produce artworks.

Units 3 and 4
SUBJECT CODE
12SAR
LEARNING AREA
The Arts

In unit 3, students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration.

In unit 4, students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3.

SYSTEMS ENGINEERING

Units 1 and 2
SUBJECT CODE
11SEN
LEARNING AREA
Technology

Focuses on the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes. Innovation, Design and Digital Technologies are applied wherever possible in teaching and learning activities.

Unit 2 focuses on building understanding of the fundamental principles of electrical systems and electronic circuits, collectively and commonly referred to as electro-technology. Students maximise learning by creating and testing an electro-technological system. The creation process draws heavily upon design and innovation. Design and Digital Technologies are applied wherever possible in teaching and learning activities.

Units 3 and 4
SUBJECT CODE
12SEN
LEARNING AREA
Technology

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

In this unit 4 students complete the creation of the mechanical and electro-technological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.
In Year 11 Theatre Studies you will work with scripts from a wide variety of different theatrical styles and eras, ranging from Ancient Greek Theatre, Melodrama, Realism, Musical Theatre, Absurd Theatre and Epic Theatre. As you work with these scripts you will develop knowledge in different design areas and ultimately specialising in two of your choosing. These design areas are:

• Acting
• Directing
• Costume design
• Make-up design
• Set design
• Lighting design
• Sound design
• Prop design

The work that you will complete will help develop your critical and creative thinking skills as well as give you insight into how the theatre industry works. There will also be opportunities to showcase your work throughout the year. These opportunities will be in groups, where you will need to work collaboratively, and individually. Furthermore, you will also view at least two live performances and develop your analytical skills.

You will work with scripts specialising in two design areas. The design areas you can choose from are:

• Acting
• Directing
• Costume design
• Make-up design
• Set design
• Lighting design
• Sound design
• Prop design

You will work collaboratively, creatively and imaginatively to realise the production of a script through the three stages of the production process, and present your work to an audience. You will develop an understanding of the elements of theatre composition and how dramaturgy (research) is used to inform your decision making process, and use this knowledge to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Following the production of a play with the class you will work individually to create a monologue performance for assessment. Furthermore, you will view at least two live performances from the prescribed VCAA list a for analysis.
VET Subjects
The VCE VET Agriculture programme provides students with the knowledge and skills to enhance their employment prospects in the Agriculture, Horticulture and Land Management industries. All classes are held at the Emmaus Campus. Students will undertake a range of units that will cover topics including care for and welfare of livestock, pest management and infrastructure.

This is a three Year course with Year 1 beginning at Year 9. Students are able to complete the remaining two years of the program in sequence of Year 10 & 11 or Years 11 & 12.

Students are encouraged to complete 80 hours of Structured Workplace Learning to provide students with the opportunity to integrate practical on the job experience in the Agriculture Industry.

PPE is required for this course, please refer to booklist.

This course offers students the opportunity to develop their skills and knowledge across a range of automotive sectors including automotive mechanical and electrical, vehicle body panel beating, spray painting, trimming and making; and vehicle engine reconditioning. The VCE VET Automotive program is a work ready pre-employment course designed to meet the needs of students wishing to pursue a career in the automotive industry through study pathway options, such as an apprenticeship or higher education.

Successful completion of this programme may lead to:

**Employment**

as an automotive apprentice in the following industry sectors:

- Automotive mechanical
- Automotive electrical
- Vehicle body panel beating
- Vehicle body spray painting
- Vehicle body trimming
- Vehicle body making
- Vehicle engine reconditioning

**TAFE**

- Certificate III in Automotive Administration
- Certificate III in Bicycles
- Certificate III in Automotive Electrical Technology
- Certificate III in Automotive Mechanical Technology
This course aims to provide students with the knowledge and skills to prepare for work or further study within the building and construction industry. The three-year programme offers full completion of the pre-apprenticeship, and includes units such as Identify and Handle Carpentry Tools and Equipment, Construct Basic Walls and Roof Frames, and Measurements and Calculations within building industry. Students will also develop communication skills, and learn how to interpret and apply basic plans and drawings. The Certificate II in Building and Construction Pre-apprenticeship programme has an automatic credit transfer into an apprenticeship in the same industry area.

The Pre-apprenticeship programme enables students to gain a nationally recognised qualification and also make informed choices of employment or career path in the Building industry. Students who choose to do this subject as a two year programme will achieve a VET Certificate II in Building and Construction. The VCE VET Building and Construction programme enables students to gain a nationally recognised qualification and to make informed choices of employment or career path.

Successful completion of this programme may lead to:

**Employment**
- Certificate IV in Building
- Building Diploma
- Building Practitioner
- Building Surveyor

**TAFE**
- Certificate III in Automotive Administration
- Certificate III in Bicycles
- Certificate III in Automotive Electrical Technology
- Certificate III in Automotive Mechanical Technology

Offers students the opportunity to learn about the community services sector and explore specific contexts of work with a focus on child care, aged care and disability services. Skills will be developed in communication, working with diversity, workplace health and safety, administration support, and responding to clients in the various sectors. This is a VCE VET programme with scored assessments including an examination at the end of the year.

Successful completion of this programme may lead to:

**Employment**
- Aged Care Work
- Community Work
- Alcohol & other drugs
- Child Protection/Justice/Statutory
- Supervision
- Children’s Services
- Mental Health Work (non clinical)
- Youth Work

**University**
- Bachelor Degrees in:
  - Psychology
  - Behavioural Science
  - Arts/Humanities
  - Human Services
  - Youth Work

**TAFE**
- Advanced Certificates and Diplomas in:
  - Community Services
  - Youth Work
  - Disability Work
  - Aged Care work

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Community Services
Certificate II in Community Services CHC22015

2 Year Programme

RTO
IVET Institute
RTO CODE
40548
SUBJECT CODE
11VCS, 12VCS
A pre-apprenticeship course which will provide you with broad knowledge and skills in a range of engineering areas such as basic machining, fabrication / maintenance and use of hand and power tools. Students will need to have a general interest in using a variety of materials to make small or large constructions. This programme will improve employment prospects into apprenticeships and traineeships working in the metal fabrication industry. Students will gain experience and knowledge of a range of occupations and career paths within engineering. This is a VCE VET programme with scored assessments including an examination at the end of the year.

Successful completion of this programme may lead to:

**Employment**
- Metal Trades
- Computer Technician
- A wide range of engineering
- Related occupations including apprenticeships

**TAFE**
- Associate Diplomas Advanced
- Certificates and Certificates in:
  - Engineering

**University**
Bachelor Degrees in:
- Engineering
- Applied Science
- Computing

NB Some Mathematics may be required for these courses

An opportunity for students to learn how to communicate event ideas, gather information, plan and organise activities, work in teams and solve problems. Students will be engaged in developing and promoting events within the Notre Dame and broader communities. Students have the opportunity to learn not just the fundamentals to successfully operating events but also extend their skills in the community, cultural, hospitality, sporting and tourism sectors.

Successful completion of this programme may lead to:

**Employment**
- Conference assistant
- Event administrative assistant
- Event operations assistant
- Exhibitions assistant
- Venue assistant

**TAFE**
- Certificate IV
- Diploma
- Advance diploma qualifications in events, or fields such as business creative industries, hospitality, sport, tourism or travel

**University**
Bachelor Degrees in:
- Business
- Tourism
2 year programme the Certificate II in Hospitality (Kitchen operations) is suitable for students with an interest and passion in food and the Hospitality Industry. Students are trained and work towards gaining a trade certificate at set industry standards. Training takes place at Notre dame by a qualified chef and industry active assessor and teaches students to be multi skilled and work place ready. Units included in the course include the preparation of simple dishes, methods of cookery and food presentation as well as more complex units involving poultry preparation and vegetable, egg, fruit and farinaceous products.

This course is suitable preparation for further study at TAFE or university, an apprenticeship or to enhance employment prospect within a broad range of Hospitality settings. This programme is an examinable subject and students complete a VCAA exam at the end of the units 3 and 4 sequence. This programme may lead to TAFE associate Diplomas Advanced Certificates and Certificates in: Hospitality, Travel and tourism University, Events, Hospitality Management, Travel, tourism

Successful completion of this programme may lead to:

**Employment**
- Chef Apprenticeships
- Hospitality
- Restaurant
- Hotel
- Industrial Kitchens
- Tourism

**TAFE**
- Associate Diplomas Advanced, Certificates and Certificates in:
  - Hospitality
  - Travel and Tourism

**University**
- Hospitality Management
- Travel
- Tourism

This Hospitality based VET subject is a two-year programme for Employment Pathways and VCAL students only. It introduces students to front of house hospitality skills including barista coffee making, production of nonalcoholic beverages and mocktails, table setting and order taking. Students also undertake a Responsible Service Alcohol Certificate and First Aid Certificate. This subject also includes back of house basic cooking skills where students learn knife techniques, basic methods of cookery and how to prepare simple dishes suitable for cafes, pubs and small restaurants. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops. It is a great subject to learn skills for those wanting a second job after school, moving out of home to live independently or taking a gap year.
The Certificate III in Music Industry (Sound Production) provides students with the knowledge and skills that will enhance their employment prospects within the music industry. It provides broad based knowledge and skills required for entry into the music industry as well as specialist training in either performance or composition or technology. This is a VCE VET programme with scored assessments including an examination at the end of the year.

Successful completion of this programme may lead to:

**Employment**
- Stage Production Technician
- Radio Technician
- Recording Studio Operator
- Solo or Group Musician
- Music Composer
- Music Performer Arranger
- Venue Manager
- Music Technology
- Promotion and Marketing
- Live Performance and Sound Technician

**University**
- Bachelor Degrees in:
  - Business (Music Industry/Event Management)

**TAFE**
- Certificate IV in Music
- Diploma of Music
- Advanced Diploma of Music Industry (Technical Production)

This programme is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. The course aims to provide students with the skills, knowledge and attitudes for training in interactive multimedia. The qualifications assists students to enter the industry at entry level, and/or proceed to further training and pursue a career in the screen and media industry.

The skills and knowledge in this programme are transferable to other industries and career paths in the Multimedia industry such as film and television production, animation, radio broadcasting and photography. This is a VCE VET programme with scored assessments including an examination at the end of the year.

Successful completion of this programme may lead to:

**Employment**
- Advertising Industry
- Film & Television
- Newspapers
- Internet business
- Theatre Design
- Interactive media
- Web designer
- Games designer
- Animator
- Special effects producer

**TAFE**
Associate Diplomas Advanced, Certificates and Certificates in:
- Computer Studies
- Multimedia
- Information Technology

**University**
- Computer Studies
- Media Studies
- Advertising
**SMALL BUSINESS**  
*Certificate II in Small Business (Operations/Innovation) 22480VIC*

2 Year Programme

RTO: Ripponlea Institute  
RTO CODE: 21230  
SUBJECT CODE: 11VSM, 12VSM

Provides students with the knowledge and skills to enhance their employment prospects in a small business or related industries. The programme offers full completion of the Certificate II and includes units such as small business policies and procedures, professional skills for small business environments, small business operations and innovation, small business planning, quality and change processes and routine financial activities of a small business.

**Successful completion of this programme may lead to:**

**Employment**  
- Any business

**TAFE**  
- Certificate IV in Business  
- Certificate IV in Small Business Management

**University**  
- Diploma of Business  
- Diploma of Business Administration

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**SPORT AND RECREATION**  
*Certificate III in Sport and Recreation SIS30115*

2 Year Programme

RTO: IVET Institute  
RTO CODE: 40548  
SUBJECT CODE: 11VSR, 12VSR

Delivered over two-years this course offers students a vocational qualification as well as VCE units 1 to 4. Students will develop the skills and knowledge required to support the operation of facilities and assist in conducting sport and recreation programmes as well as develop a comprehensive understanding of the Sport and Recreation industry. This is a VCE VET programme with scored assessments including an examination at the end of the year.

**Successful completion of this programme may lead to:**

**Employment**  
- Fitness Instructor  
- Sports Traineeship  
- Retail  
- Sports Administration  
- Parks and Wildlife  
- Sports Coaching

**TAFE**  
- Certificate IV in Recreation (Sports Coaching, Administration)  
- Certificate in Ecotourism  
- Diploma in Recreation (Sports Coaching, Administration)

**University**  
Bachelor Degrees in:  
- Education  
- Human Movement  
- Recreation Management  
- Sports Administration  
- Natural Resource Management  
- Sports Trainer  
- Masseur  
- Physiotherapy