

STUDENT COURSE SELECTION HANDBOOK

2021 TLSC



Taylors Lakes
SECONDARY COLLEGE

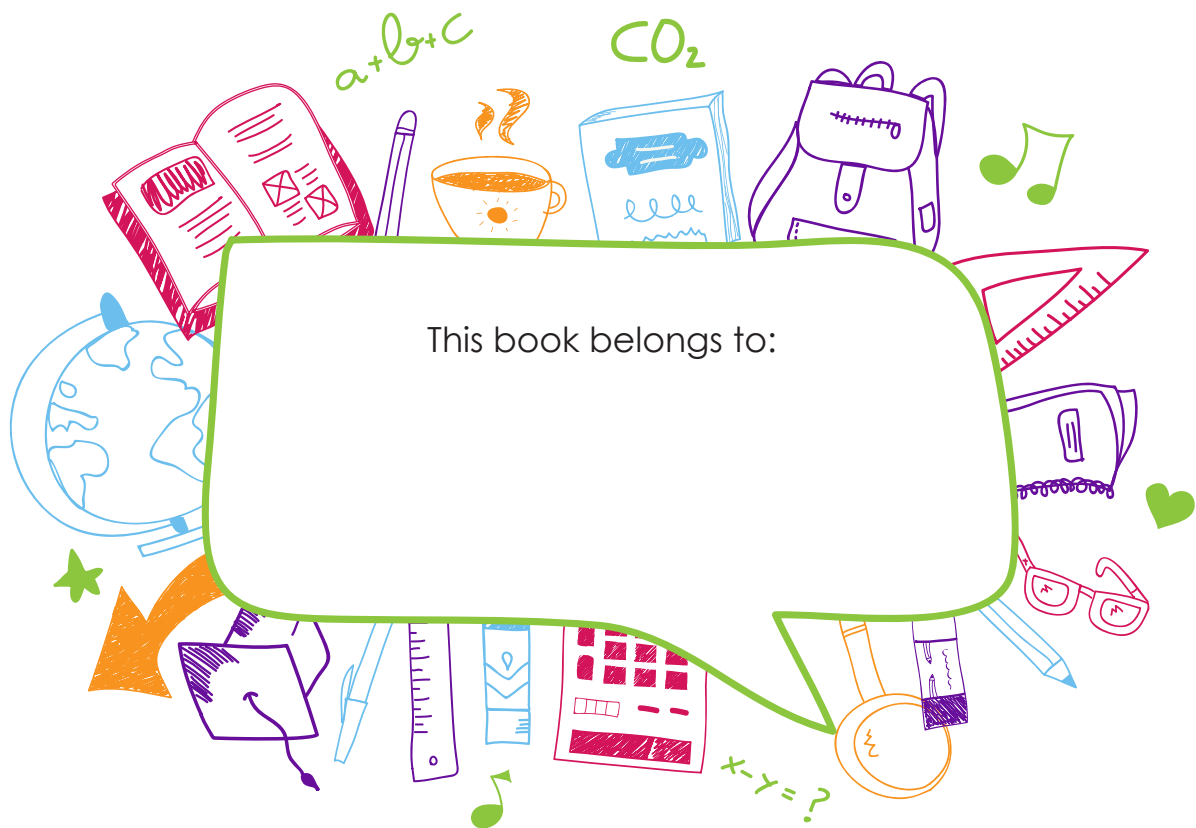
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*What does my
future hold...*

Course Selection 2021 Handbook

Year 10 • VCE • VCAL • VET



Taylors Lakes
SECONDARY COLLEGE

Cover designed by:
Aimeree MANABAT
Year 10
Certificate III in Screen and Media



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Principal's Message

Selection of subjects within Years 10, 11 and 12 is not an easy task. Taylors Lakes Secondary College has built up an excellent reputation as a VCE, VET and VCAL provider. Each year we congratulate students gaining outstanding results across many different studies and courses. Other College publications proudly display the achievements of our past students. Large numbers of our VCE students seek and gain entry to further study in the University and TAFE sectors. Other students have moved directly to employment, apprenticeships or pre-employment training courses. Careful planning of a Year 10 course is the first step in preparing for VCE and VCAL programs. Many students will commence their VCE whilst in Year 10.

Our Student Pathways Program has enabled all students in Years 10, 11 and 12 to meet on a regular basis to discuss and seek advice as necessary on career and further study directions. Year 9 students will also get a similar opportunity across the year. As a College, we have a commitment to close monitoring of the progress and future ambitions of all students and the College is strongly placed to provide students with strategic and timely advice and support. A number of online and program sessions are offered to assist students to raise awareness of their strengths and interests, and explore the world of further study and work. It is with this knowledge that the best decisions can be made. In undertaking study at Years 10-12 at our College, I say with confidence that we deliver programs that are rigorous, that challenge students and hold them accountable, however, at the same time ensure that we have strong structures in place to support the wellbeing needs of our students along the way.

This handbook lays out the broad range of options available within Years 10, 11 and 12 at Taylors Lakes Secondary College. We are one of the largest VCE providers in the City of Brimbank. The College also offers students the opportunity to complete the Victorian Certificate of Applied Learning (VCAL) at Intermediate and Senior levels. We have a strong acceleration program within the VCE and students are encouraged to consider this if appropriate. We also offer flexibility in designing programs for students wishing to consider part time study or be involved in the new Headstart initiative. Our approach is to encourage all students to achieve to the best of their ability and we provide every opportunity for them to grow within their learning. Students will benefit from our coordinated program of induction and motivation sessions. These programs run across all levels and we supplement this with a weekly study session for any students identified as needing additional support to complete work or students looking to seek extra assistance with their studies. In addition, our Sub-schools monitor the wellbeing needs of our students as well as keeping a close watch on attendance requirements.

I encourage all students to seek support and guidance from the experienced counselling staff in selecting courses. Taylors Lakes Secondary College has an excellent Senior Years program, both in curriculum offerings and in the level of guidance and encouragement provided to students to achieve success.

I wish you the very best with this process.

Danny Dedes - Principal

Key Personnel

Principal

Assistant Principals

Mr Danny Dedes
Mr Rick Hudson
Ms Sasha Mildenhall
Ms Louisa Norwood
Ms Theresa Burlak (Acting)

Sub School Leaders

Years 9 - 10

Years 11 - 12

Year 12 Level Leaders

Mr Tim Williams
Ms Antoniette Massarotto
Mr Joe Laganga
Ms Melissa Tarquinio

Year 11 Level Leaders

Mr Brent Charlton
Mr Robert Findlay

Careers Leader

Vocational Education and Training (VET) Leader

Student Pathways Support Leader

Student Allocations and Timetables Leader

MIPS – Student Pathways Advisor Ed Support

Year 10 Level Leaders

Mr Matthew Karipoglou
Ms Jaala Watkins

Year 9 Level Leaders

Ms Josie Costanzo
Ms Gemma Jamieson
Ms Alexandra Sioukas
Ms Melissa Tarquinio

VCAL Leader

VASS Leader

Student Health and

Wellbeing Leader

Curriculum and

Assessment Leader

Ms Maria Tsatalios

Mr Peter Budisavljevic

Ms Catherine Damon
Ms Maria Versace
Ms Josephine Postema
Mr Graham Taylor
Ms Agnes Fenech

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Program Leaders

Students wishing to seek further information about specific subject areas and content, may like to approach Program Leaders

Arts Learning Area Leader
Performing Arts: Instrumental Music and Dance Leader
English Learning Area Leader
English as an Additional Language (EAL) Leader
Health and Physical Education Learning Area Leader
Soccer Academy Leader
Humanities Learning Area Leader
Languages Learning Area Leader
Mathematics Learning Area Leader
Science Learning Area Leader
Technology Learning Area Leader
Instructional Practice Leaders

Ms Patricia De La Fuente
 Mr Bobby Vasilevski
 Mr Jonathan Hendriks
 Ms Kathy Gioskos
 Mr Jonathan Pavlides
 Mr Christopher Greechan
 Mr Julian Anuso
 Ms Danni Deluca
 Ms Nariman Eskander
 Mr Alexander Michaels
 Mr Pat O'Neill
 Mr Jordyn Croft, Ms Elizabeth Green
 and Ms Louise Turok

Course Selection Program Key Dates

Important Dates

Program Details

TERM 3

Week 1 & 2

Monday 13th July to
Thursday 24th July

During these dates, Course Planning Sessions for all Yr. 9, Yr.10 and Yr.11 students with Course Advisors
Senior School Course Selection Handbook 2021 distributed VCE, VCAL and VET Acceleration Studies
Form and information distributed to interested students.

Soccer Academy Expression of Interest Forms distributed to interested students

Tuesday 21st July

Year 9 Course Planning Evening for students and parents

An opportunity for students and parents to learn more about Year 10 2021 Studies and to include
information about VCE, VCAL and VET Acceleration Studies

Wednesday 22nd July

LEAP Course Counselling Evening for students and parents

Friday 24th July

LEAP Course Counselling for Year 10

Week 3

Monday 27th July

VCE & VET Acceleration Studies Application Form due at the Careers office by 3:30pm Monday 27th July
Soccer Academy Expression of Interest Form due at the Careers office by 3:30pm Monday 27th July
Yr. 8 students receive information about their 2021 elective selections at the Yr. 8 Level Assembly.

Tuesday 28th July

LEAP Course Counselling for Year 9

Year 10 Course Planning Evening for students and parents.

An opportunity for students and parents to learn more about Year 11 Studies to include VCE, VCAL and
VET Programs

Thursday 29th July

Year 11 Course Planning Evening for students and parents.

Friday 31st July

LEAP Course Counselling for Year 11

Week 4

Wednesday 5th August

Yr 9 into 10 Course Counselling Day (No classes for current Yr 9 students) Between 9:00am-3:30pm

Thursday 6th August

Yr 10 into 11 Course Counselling Day (No classes for current Yr 10 students) Between 12:00pm-7:00pm

Friday 7th August

Yr 11 into 12 Course Counselling Day (No classes for current Yr 11 students) Between 9:00am-3:30pm

Week 5

Friday 14th August

Year 8 into Year 9 (2021) Submit Art and Technology Web Choice subjects

Subject elective form given to the Year Level Leaders by 3:30pm Friday August 14th, 2020

Year 9 into Year 10 (2021) (See information below)

Year 10 into Year 11 (2021) (See information below)

Year 11 into Year 12 (2021) (See information below)

The Course Selection WEB CHOICE FORM and RE-ENROLMENT FORM is due by end of the school day.
STUDENTS MUST GIVE THEIR FORM TO THEIR COURSE ADVISOR by 3:30pm Friday August 14th

[must be signed by parent / guardian, student and course advisor]

Course Advisors will check forms for all signatures before accepting the student's forms

The Course Advisor will collate and submit forms to the Careers office by 3:30pm Friday August 14th

TERM 4

Week 9

Year 11 into Year 12 Orientation Program (VCE and VCAL)

Students are required to attend the TLSC Orientation Program as students will be provided with an outline
of classes for 2021.

Confirmation of courses and enrolment for 2021 will also be a part of this week.

NB: Students undertaking YEAR 1 VET in 2021 will attend a compulsory VET Orientation Program

Tuesday 24th November 2020.

Time: 1:30pm to 3:30pm at TLSC or at their VET school in the Brimbank Cluster.

Week 10

Year 10 into Year 11 Orientation Program (VCE and VCAL)

Students are required to attend the TLSC Orientation Program as students will be provided with an outline
of classes for 2021.

Confirmation of courses and enrolment for 2021 will also be a part of this week.

Glossary of Key Terms

| | |
|----------------------------------|---|
| ATAR | Australian Tertiary Admissions Rank: It is the overall ranking on a scale of 0-99.95 that you receive, based on your study scores (see below). The ATAR is used by universities and TAFE institutes to select students for their courses. It is calculated by VTAC. |
| EAL | English as an Additional Language. |
| GAT | General Achievement Test: an externally set and assessed test taken by all students during a Units 3 and 4 study. This is used by VCAA to decide whether school assessed coursework should be reassessed. |
| Head Start | HEADSTART is an apprenticeship and traineeship pathways that allows Year 10, 11 or 12 school students to spend more time working, while completing the necessary vocational training and gaining their VCE or VCAL qualification. Currently only the TLSC Principal approves applicants for this program. |
| My Career Portfolio | My Career Portfolio is an online compulsory Department of Education and Training Career Program. This involves students completing an electronic Career Action Plan (CAP). Each year level will complete a Career Action Plan (CAP) online. Students have access to this program at all times and can make amendments, review their information, update this and share with their Homegroup and Careers teacher. The student can build on their Career Portfolio to help them in their career planning. |
| Outcomes | What you must know or be able to do to satisfactorily complete a unit as specified in the Study Design. |
| Prerequisites | Subjects students must satisfactorily complete to be eligible for certain tertiary courses. |
| School Assessed Coursework (SAC) | The assessment of work, done mainly in class time, which is reported as a grade for Units 3 & 4. |
| School Assessed Task (SAT) | A task done in school to assess how you are performing in Units 3 & 4, set and assessed by teachers. |
| Study Design | Published by VCAA for each study - it specifies the content for the study and how student's work is to be assessed. |
| Unit | Used to describe the particular block of assessable learning within VCE studies or, usually around 18 weeks in length. (Unit = Subject). |
| USI | Unique Student Identifier. Used to enrol in VET Certificated Training Programs. Go to: https://www.usi.gov.au/students/create-your-usi Best to complete this before your Course Counselling appointment and have written on form. |
| VASS | V.C.E. Administrative Software System. Computer software used to enrol all V.C.E. students, and to record all unit results and S.A.C./ S.A.T. scores. |
| VCAA | Victorian Curriculum and Assessment Authority. |
| VCAL | Victorian Certificate of Applied Learning , Intermediate level at Year 11 and Senior level at Year 12. |
| VCE | Victorian Certificate of Education two year certificate. |
| VET | Vocational Education and Training. National training certificates (level II and III) recognized around Australia. |
| VTAC | Victorian Tertiary Admission Centre. The organisation that calculates students' ATAR score and provides tertiary course offers to students. |
| WEB CHOICES Form | Students will make their course application on Web Choices and submit a support application to their Web Choice form. |

Year 10 at TLSC

The minimum requirements listed below have been established to ensure that students have the opportunity to develop a course that not only contains breadth but also a great deal of student choice.

| THE STRUCTURE | | VCE Access across all blocks | | | |
|---------------|---------|------------------------------|----------|----------|----------|
| English 5 | Maths 5 | Science 5 | Choice 5 | Choice 5 | Choice 5 |
| English 5 | Maths 5 | Choice 5 | Choice 5 | Choice 5 | Choice 5 |

Students will complete 12 units during Year 10 (six each semester). Within this structure students will choose six units. They must meet the following minimum requirements when selecting units. These requirements have been established to safeguard students and ensure that they are fully prepared for VCE/VCAL. Many of the Year 10 units have been designed to provide students with an introduction to the topics covered in VCE units.

Minimum Requirements

| | |
|--|---|
| English | 2 units |
| Mathematics | 2 units |
| Science | 1 unit |
| <ul style="list-style-type: none"> • Art • Health and PE • Humanities • Languages (Italian or Japanese) • Technology • Science | At least 1 unit from at least 3 of these Learning Area studies |

- A maximum of three units from any one Learning Area study (an exception to this may be granted in the case of English and Mathematics where a student is capable of accelerating in these areas)
- Where a student is planning to continue with VCE Languages they must complete 2 units of Languages in Year 10
- Where students select PE (Soccer), then students must complete 2 units of this in Year 10. A soccer academy student
- A soccer academy student may select a Physical Education Soccer and a VET Sport & Recreation Soccer or Fitness as an exception
- Students involved in the LEAP program will have opportunities to discuss their Senior Program and various selection processes with the LEAP Leader and the Assistant Principal involved in LEAP

Choosing your Program

Your program is the collection of units you elect to do over the year. It is the pathway to your future planning and should reflect your chief interests and goals, whether these include further study or employment. All students will be allocated a course advisor to assist them in developing their program.

Work with your trained course adviser and use the resources provided to help you develop the best program for you. Remember to:

- Carefully assess your interests and skills and your capacity for sustained work
- Include in your program studies that will add depth of understanding, and also breadth and variety
- Complete the compulsory Morrisby Career Interest Survey early in Year 9 and use the results of this to help inform your choices.

And finally, remember that whilst many of the units offered may introduce certain VCE topics, they are not prerequisites. **With the exception of Mathematics**, students will not be disadvantaged in VCE by the subjects they select for Year 10.

Career Pathways Resources

MY CAREER PORTFOLIO

Go to <https://mcp.education.vic.gov.au>

As you move throughout school, there will be opportunities for you to learn about the world of work and think about what you might like to do when you finish school.

The Department of Education's My Career Portfolio is a free online resource designed to support you with career resources to help navigate and track your career journey and understand and prepare for the world of work. This is an invaluable resource that is designed to grow with you throughout your school years.

WHAT CAN I DO IN MY CAREER PORTFOLIO?

You will be able to:

- Create a Career Action Plan to keep track of what you enjoy about school, your interests, your goals for the future and other important information
- Safely and securely store files such as examples of your school work, school reports, your Morrisby Online report, awards, resumes or references from employers; you might like to use these as you consider and plan your course and career choices
- Access quality Career Resources to help you explore information about the world of work, and about courses and careers that you are interested in

Log in to My Career Portfolio

Go to <https://mcp.education.vic.gov.au> and click **Begin your journey** to log in with your eduPass details.

My Career Portfolio is available 24/7 and can be used on any desktop computers, laptops and tablets with an internet connection.

Develop Your Career Action Plan

Complete the **About Me**, **My Subjects**, **My Strengths**, and **My Future** sections to create a profile of yourself and record your career ideas. Once you've created your Career Action Plan, you can update it at any time by clicking **Edit My Plan**. You can share your Career Action Plan with your teacher, or download a PDF copy for printing.

Upload Files, Bookmark Links and Browse Resources.

In the **My Files** section, you can upload files such as your resume, school reports, or your Morrisby Online report.

To access your Morrisby Online report, log in to <https://app.morrisby.com> using the email address and password you created while sitting your Morrisby assessment, and click Download Report.

You can also bookmark links to websites that interest you. Use the **Career Resources** section to browse through information about the world of work, and about courses and careers.

Attendance

Education is a sequential process. Absences mean students miss important stages in the development of topics, causing them to fall behind. Students should attend Home Group and all scheduled classes unless they are participating in authorised school activities e.g. College excursions and sports. Other absences should be reported by phoning the Attendance Office, providing a signed note, medical certificate, or through Compass.

Live attendance data can also be accessed at any time via Compass.

VCE/VCAL Classes: Where a student is absent for more than 10 single sessions of a timetabled subject, they may be deemed to have not satisfactorily met the course requirements of that subject and may have an N recorded for that subject Unit. This is regardless of whether the absence is approved or unapproved.

Year 10 Classes: Where a student is completing a VCE subject in Year 10, the VCE rules will apply to that subject. In all other subjects, a student may be deemed to have not met the attendance requirements of the subject if there are more than 10 sessions of unapproved absences in each subject per semester.

We strive to achieve student attendance that is as high as possible. We want all students to aim for 100% attendance. Understandably, students do get sick and it is necessary to be absent, but we seek parent support to ensure student attendance as close to 100% as possible and the school is notified of a student absence.

Young people who regularly attend school and complete Year 12 or equivalent qualification have better health, employment and income across their lives. Students must attend regularly to complete the outcomes listed for each unit (undertaken mainly in class time), gain assistance and advice to complete assessment tasks, preparing for exams, and to authenticate their work.

VCE and VET Accelerated Studies

The College offers suitable students in Year 10 the opportunity to complete VCE and VET units at the Unit 1 and Unit 2 level while studying Year 10. Students who are interested in this option are invited to complete a VCE or VET Accelerated Studies Application Form. **The closing date to submit an Accelerated Studies Application Form is Monday 27th July before 3:30pm at the Careers office. This must be signed by both the student and parent.**

Why Accelerate?

- The opportunity to complete a Unit 1 and Unit 2 study in Year 10 and then a Unit 3 and Unit 4 study in Year 11. This allows students to maximise the number of Unit 3 and Unit 4 studies that they complete, and enhances their ATAR calculation. Most students complete 5 studies in Year 12, however, accelerated students will complete 6 studies. Fifth and sixth subjects are used as increments in the calculation of an ATAR, the score used to select students for tertiary institutions.
- The opportunity to broaden the VCE and VET programs to include a variety of units by starting early.
- The opportunity to ease the transition into VCE and VET assessment procedures by completing coursework and exams in Year 10 to help prepare students for the rigors of VCE assessment.
- The opportunity to challenge yourself and thus increase motivation.
- It is possible to accelerate in more than one study especially if one is Mathematics and/or one is undertaken outside the College (e.g. Languages, Dance).

Students choosing to accelerate in VET programs at Year 10

The College offers the following subjects listed below. These all have an enrolment fee attached to the subject.

Accelerating in VET offers:

- The opportunity to complete Units of Competencies (UoCs) in a VET course
- The opportunity for those considering either VCAL or VCE in 2022
- Allows students to choose from the following VET subjects running ONLY at TLSC for Year 10 students.

| | |
|--|--|
| Certificate III Acting (Screen) | Certificate II in Small Business (Operations & Innovation) |
| Certificate II Dance | Certificate III Sport Recreation |
| Certificate III in Health Services Assistance | Certificate III Sport Recreation (Soccer) |
| Certificate III in Screen and Media (Creative Digital Media) | |

NOTE: The VET subjects offered to Year 11 and Year 12 students selecting a VCAL pathway include the above subjects within our College and an extensive list within the Brimbank Cluster.

Where do I find Accelerated Study Program forms and other program forms?

1. **Students wishing to be selected for the Accelerated Studies Program at Taylors Lakes Secondary College must complete and submit an Accelerated Studies Application Form by Monday 27th July before 3:30pm at the Careers office.**
2. **Students wishing to enter the Year 10 Soccer Academy Program will also need to complete an Expression of Interest Form. The closing date for the Year 10 Soccer Academy Program form is by Monday 27th July before 3:30pm at the Careers office.**
3. **All Course Selection forms will be available on (1) Compass Year Level News Feed (2) on Compass Resources under Course Selection Process – Forms (3) from the student's course counsellor (4) or from the Careers Room.**
4. **The Course Selection WEB CHOICE FORM and RE-ENROLMENT FORMS are due to the student's Course Counsellor before 3:30pm Friday August 14th. Forms after this date will be stamped with a "late" notice.**

Not all requests to undertake an accelerated study will be granted. Students need to meet the selection criteria based on: 1) Student response on application form; 2) GPA; 3) Semester reports; 4) Attendance.

Note: It is the expectation that students who commence accelerated studies will continue to complete a full program at TLSC in Year 12 (5 subjects) to enhance their ATAR score calculation. A reduction in the number of Year 12 studies (to four) will not be supported by the College unless complemented by successful Unit 3 and Unit 4 studies completed outside the College e.g. Languages, Dance or the student has achieved an exceedingly high study score (40-50) if undertaking an additional accelerated VCE study in the previous year.

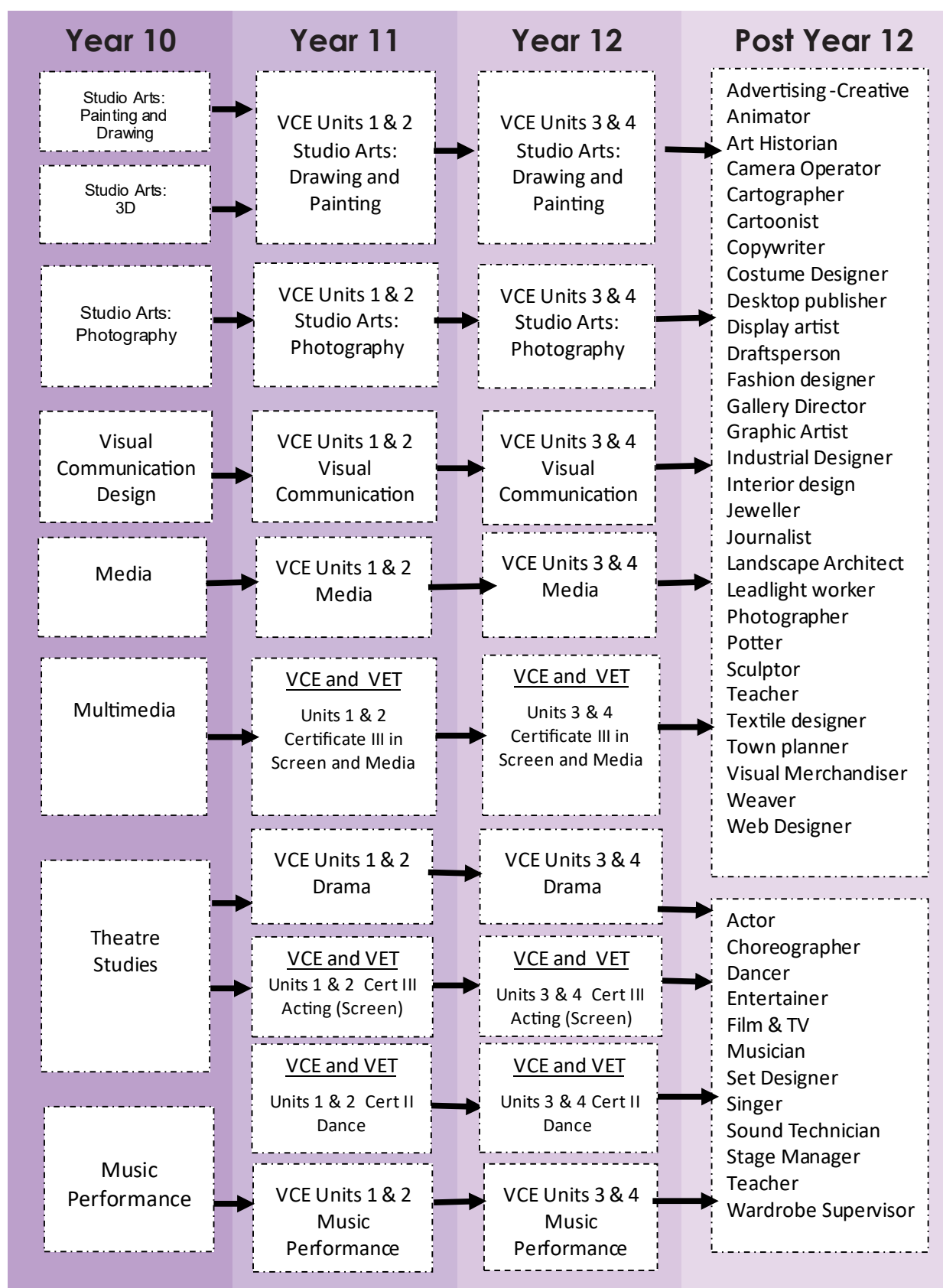
Note: Students accelerating at Year 10 may not automatically continue with their VCE Unit 3 & Unit 4 study the following year. Students reports will be checked and recommendations from teachers regarding the student's ability to undertake the VCE Unit 3 and Unit 4 study will be taken into consideration. Accelerated Studies at Unit 3 and Unit 4 level is possible for suitable students without Unit 1 and Unit 2 acceleration, based on achievement data.

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Arts Pathways



Students are advised to check prerequisites for tertiary courses with their Tertiary Entry Requirements information or on the website www.vtac.edu.au. The above list of examples is not an exhaustive list.

The Arts

Units Available:

- Studio Arts Painting and Drawing
- Studio Arts 3D
- Multimedia
- Media
- Music Performance
- Studio Arts Photography
- Theatre Studies
- Visual Communication Design

Year 10 Studio Arts: Painting and Drawing

What is it all about?

Do you like drawing? Then do a subject that will get your creative mind working!

Studio Arts: Painting and Drawing is a subject that will enable you to work with a variety of medias, such as paint, charcoal and pastels. As well as exploring different techniques, Studio Arts will build your confidence in drawing and give you that creative outlet you've been looking for.

What skills and knowledge will I gain?

You will develop various techniques in painting and drawing by practicing Realist and Abstract methods. Studio Arts: Painting and Drawing will also encourage students to learn artistic appreciation through practical and theoretical activities.

How will I be assessed?

- Research tasks: including an investigation of an artist or art style using appropriate terminology and personal opinions to describe and discuss the chosen piece
- Folio: showing the development of techniques, materials testing and artistic ideas and designs
- Finals: including
 - a series of artworks on a familiar topic (usually a self-portrait) done in a variety of styles and media
 - an art project where students show a progressive development of their ideas through a design development process to a final artwork, in a variety of mediums
 - a series of artworks on portraiture in connection to the annual Archibald prize exhibition in a variety of styles and media
- Exam

Year 10 Studio Arts: Photography

What is it all about?

This subject is for students who like photographic images, and want to know more about making them. Students experience traditional and contemporary methods of making photographs. They will use 35mm digital cameras to create digital images using imaging software. Students complete practical assignments in the lighting studio. Students also learn about analysing photography and famous photographers.

What skills and knowledge will I gain?

Practical photography includes using 35mm SLR digital cameras; studio lighting, digital imaging software (eg PhotoShop); printing photos from files; digital colour management. Students develop skills in researching art & artists, and an understanding of traditional & contemporary approaches to photographic subjects including portraits, landscapes, still life, etc.

How will I be assessed?

- Photography Folio: Students will explore photography through a variety of practical activities. Students will study the principles and conventions of photography.
- Photostory: Students will produce photo-stories through the study of street photographers and photographic exploration techniques. They will use concept maps and inspirations to guide their individual ideas.
- Students will analyze their understanding of famous photographers through short written responses. Students will use their knowledge of principles and conventions of photography.
- Exam

Year 10 Studio Arts: 3D

What is it all about?

Are you a hands-on person? Do you like creating individual work that reflects your personality?

Studio Arts 3D will equip you with the skills and knowledge to enhance your understanding of Art as well as further your ability to create unique pieces of art using clay and mosaics.

What skills and knowledge will I gain?

Students will be encouraged to develop their skills and creativity through a range of class topics and individually chosen projects.

How will I be assessed?

- Research: Students are to complete a research assignment based on Melbourne CBD sculptures where they will be required to compete in a sculpture hunt, Students will also learn about both historical and contemporary artists using appropriate terminology and personal opinions to describe and discuss clay and mosaic sculptures.
- Folio: The folio includes an investigation into various forms of Studio Arts 3D as well as hand building functional and nonfunctional wares in clay using various techniques, carving, glazing and decorating
- Art Finals: The folio includes designing and creating individual mosaic pieces to use in a function space
- Exam



Year 10 Multimedia

What is it all about?

To introduce students to industry-based Adobe Creative Suite software products (Photoshop, Illustrator, InDesign). Students will learn the basic differences between bitmap and vector graphic programs for photo-editing, publishing and video editing applications. Students will apply their skills to other subject areas (Media, Visual Communications, Arts (Drawing and Painting) VET Certificate III Screen & Media - (CDM)).

Students will gain confidence with using tools to edit, manipulate and create digital photographic & illustrative images. Students will also have the opportunity to draw freely using digital devices such as the popular Wacom tool. Students will produce a digital portfolio and apply this to animated or moving software of their choice. Students will use an extensive range of Adobe tools to create tonal, layer, and gradient effects, along with applications of typography. Excellent starting point for VET Certificate III in Screen and Media.

What skills and knowledge will I gain?

- Using the Adobe Creative Suite
- Use an extensive range of digital drawing and editing palettes
- Using fill, stroke and gradient tools
- Photoshop colour (RGB, CYMK)
- Understanding layers
- Understanding file & format compressions for pre-printing

How will I be assessed?

- Folio: Students will produce a series of skills-based solutions using digital photographic and illustrative design concepts
- Final Presentation: Students will develop a digital narrative of their work and present their digital design achievements using an animated PowerPoint or windows media
- Film, moving pictures or animate project: Theme reflects an ability to create and apply story board sequences
- Exam



Year 10 Media

What is it all about?

Students make their own videos. Beginning with short sequences shot on professional cameras they learn to edit vision, sound and graphics. Once they have mastered the techniques of film-making, they learn the creative process of script-writing and storyboarding to tell their own stories. By studying Genres such as 'Suspense' and 'Horror' films, they discover the tricks of the trade. Students also investigate how the media 'businesses dominate our lives through social media, advertising, TV, and the 'News'.

What skills and knowledge will I gain?

Students learn the production processes of film-making. In 'pre-production' these are planning, scripting, and production management. The 'production' stage includes camera, lighting and sound, and in 'post-production' editing, promotion and distribution. Students develop skills in analysing the 'codes and conventions' of film genres. Students develop an insight into ways audiences are influenced by the media, and how audiences have taken control through social media to become producers and influencers themselves. Media students use independent thinking skills to gain a unique insight into, and develop a critical awareness of the media that plays such huge part in our lives.

How will I be assessed?

- Film studies unit: a written analysis of media processes used in fictional films. Topics include film codes and conventions, story elements and genre exploration
- Film making unit: working in groups, students plan and produce a short film. Students learn about the film industry including specialist production roles, stages, technique and processes
- Documentary unit: students research an area of the media to create a documentary in a selected media form.
- Exam

Year 10 Music Performance

What is it all about?

If you enjoy performing and listening to music, then this subject is for you!

Students will perform on instruments, analyse and evaluate music and musical styles, and learn to recognise elements of music. Students will gain confidence in organising and presenting performances to a live audience.

What skills and knowledge will I gain?

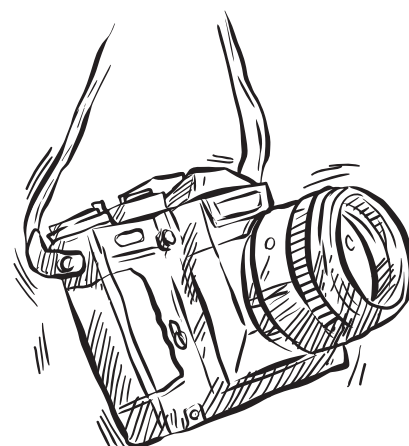
Students will gain skills and knowledge in practical and theory tasks.

Practical tasks include: Learning how to play and perform on an instrument; how to rehearse with a group of musicians and by yourself.

Theory tasks include: Learning the history and characteristics of music styles and selected works; how to identify and notate musical sounds; how to identify and describe the expressive elements of music.

How will I be assessed?

- Solo and Group performances on instrument/s of your choice – school time group and solo performances
- Music Theory and Aural Training tasks – class notes and examination
- Rehearsal and Performance Reflection tasks – class notes and research task investigating styles of music and performance interpretation of selected works
- Exam





Year 10 Theatre Studies

What is it all about?

This course focuses on developing acting skills and the main areas of stagecraft, lighting, sound, makeup, costume and set design. For example exploring acting methods by Stanislavski and Brecht

It is an important springboard for those students interested in pursuing VET Certificate III Acting (Screen) and Drama studies in VCE.

What skills and knowledge will I gain?

- Expressive use of body and voice
- Characterisation
- Play building through improvisation
- Study of the major modern theatrical practitioners
- Performing with scripts
- The topics that will be covered are;
 - Monologues and Dialogues (Style, technique, script analysis, character development)
 - Script performance for an audience (emphasis on elements of stagecraft)
 - Theatre review (developing theatrical terminology and using it to write about live theatre)

How will I be assessed?

- Monologue: Theatrical piece prepared for performance in front of the class. This will include analysis of the chosen character through written work and practical development of the character
- Ensemble folio: Students may choose one of the main areas of stage craft and apply it to a play of extract in an ensemble performance
- Theatre Review: Students will view a piece of theatre and prepare a critique focusing on all aspects of the production
- Performance: Students will prepare and perform a short play utilising aspects of stagecraft
- Exam

Year 10 Visual Communication Design

What is it all about?

Would you like a career in fields such as architecture, engineering, graphic design, multimedia design, advertising, fashion, product, furniture design, Industrial and Environmental designs. Visual Communication Design is often a prerequisite for courses leading to these qualified professions and more. The Year 10 Visual Communication Design program includes units that allow for the development of a personal design folio which may assist in any design course interview process in the future.

What skills and knowledge will I gain?

Students will be encouraged to be creative and imaginative in both two and three dimensional drawing conventions. Students will be applying the following techniques to produce a design folio:

- Paraline drawings
- Perspective drawings such as one, two and three point perspective
- Two dimensional drawings such as Third Angle Orthogonal representation, Logo and Typography design
- Analysing different uses of design in our society
- Students have the option of completing their final works on the Adobe suite

How will I be assessed?

- Sketchbook: Students will develop a sketchbook of developmental designs leading to their final folio presentation. Combining text and images to convey information and develop skills in pictorial drawings, rendering and technical/architectural and freehand drawing techniques
- Design folio: Students will develop a series of final folio pieces. This will include emphasis on learning and understanding how to use design elements and design principles to arrive at 'good' design
- Design Analysis: This will consist of brief reports on analysing the function of existing visual communication design that is around us in society
- Exam

English

Units Available:

- English One (Compulsory)
- English Two (Compulsory)
- Literature: Beyond the Text

If you consider that you may be eligible for EAL status, then you must initially speak to the EAL Leader, Ms Gioskos prior to enrolment. Please refer to information on EAL eligibility status within the handbook.

English / EAL One

What is it all about?

In this unit students will read contemporary texts and be expected to respond both analytically and creatively to them. Students will construct spoken and written persuasive responses to a contemporary issue.

What skills and knowledge will I gain?

- You will read, write and talk on a wide range of themes and ideas to suit your own learning needs and a wide range of purposes
- You will manage and reflect on your own reading program
- You will develop reading and note taking skills, such as summarizing, analysing, reporting back, skimming, scanning, highlighting important ideas, recording questions and points for further clarification and reading to satisfy your learning needs
- You will develop critical awareness of language and its effect on readers and listeners
- You will write expressively about thoughts, feelings, opinions and ideas in different styles such as personal and creative and analytical
- You will practise editing skills and revise your own texts for audience and purpose.
- You will compose your pieces with the needs, expectations and interests of audience in mind
- You will learn to evaluate critically other people's written texts, and reflect on and improve your writing
- You will learn to speak appropriately for a range of audiences and purposes, and participate in formal and informal discussions
- You will plan formal speeches by drafting, devising cue cards, rehearsing, checking, timing and anticipating the interests of listeners and employ the most appropriate way to engage the audience

How will I be assessed?

You will be assessed on:

- class work
- projects
- oral activities
- presentations
- written responses
- an exam at the end of the unit
- listening comprehension (EAL only)

English / EAL Two

What is it all about?

In this unit students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken and visual, and combinations of these, and how language is used to position the reader. Students will also explore how comparing texts can provide a deeper understanding of ideas, issues and themes.

What skills and knowledge will I gain?

- You will understand how some groups interpret texts differently and how values have changed over time, also how texts reflect the attitudes and values of the author
- You will study a concept and explore the ideas from the set novel and other texts, and wider implications for both yourself and others
- You will explore the ways a text would change if set in a different time or place, social or cultural context
- You will explore persuasive techniques used in different types of text and graphics. You will learn how to identify and replicate these features for your own purposes and audience
- You will explore the ways that a comparison of texts can deepen your understanding of an issue

How will I be assessed?

You will be assessed on:

- class work
- projects
- oral activities
- presentations
- written responses
- and an exam at the end of the unit

Literature: Beyond the text

What is it all about?

Do you enjoy English but want to take it further? Are you interested in reading, then talking about, analysing and writing about what you have read? If you are then you are a candidate for Year 10 Literature. During the course, students will study poetry, short stories, film and a short novel.

What skills and knowledge will I gain?

You will improve:

- your ability to analyse texts and the author's views and values
- your ability to read more closely and carefully
- your creative writing
- your text responses

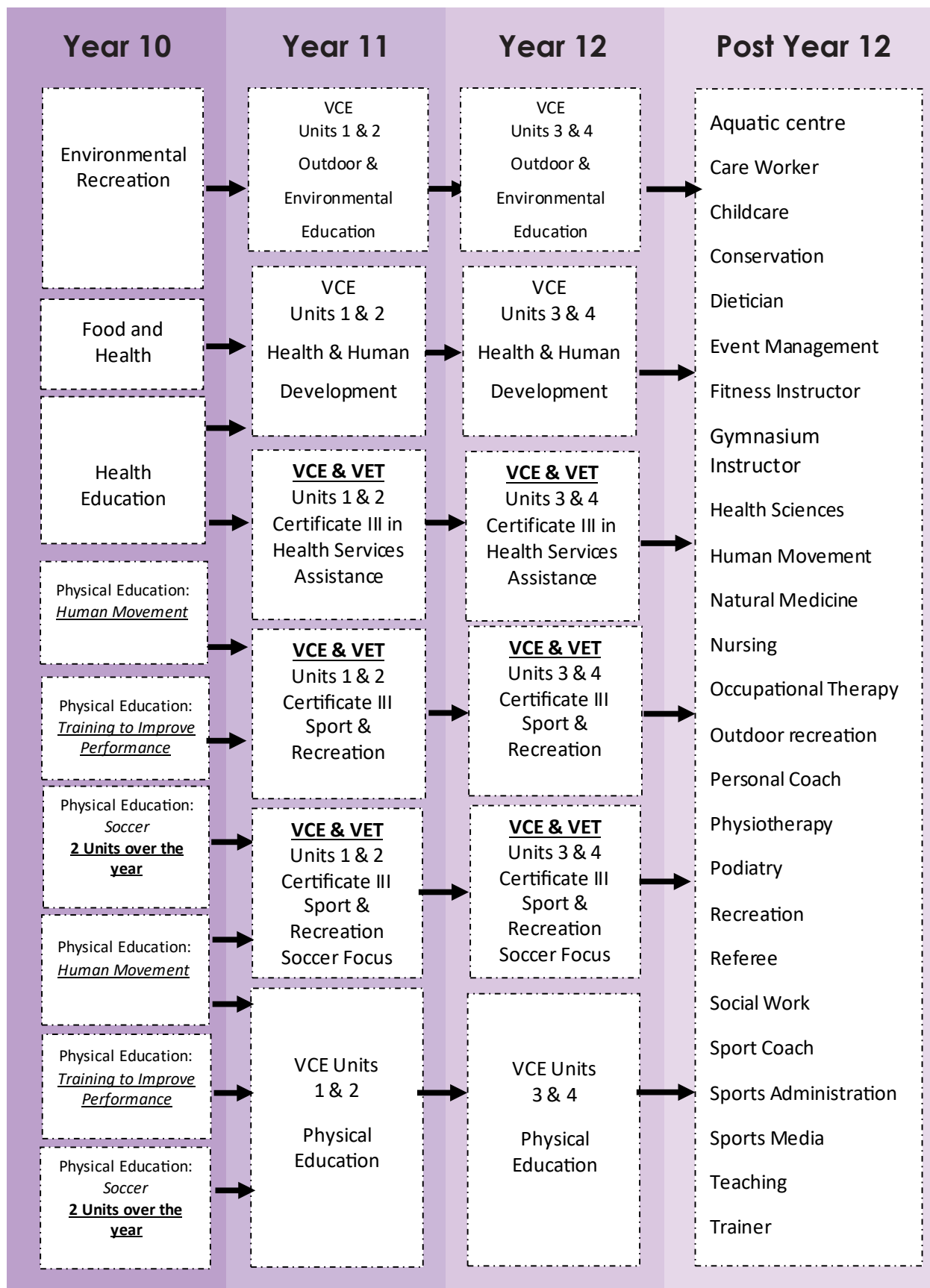
Overall, you will get a flying start to VCE Literature and English, with an introduction to key skills and knowledge.

How will I be assessed?

- A creative response
- A close analysis response
- Coursework
- An exam at the end of the course

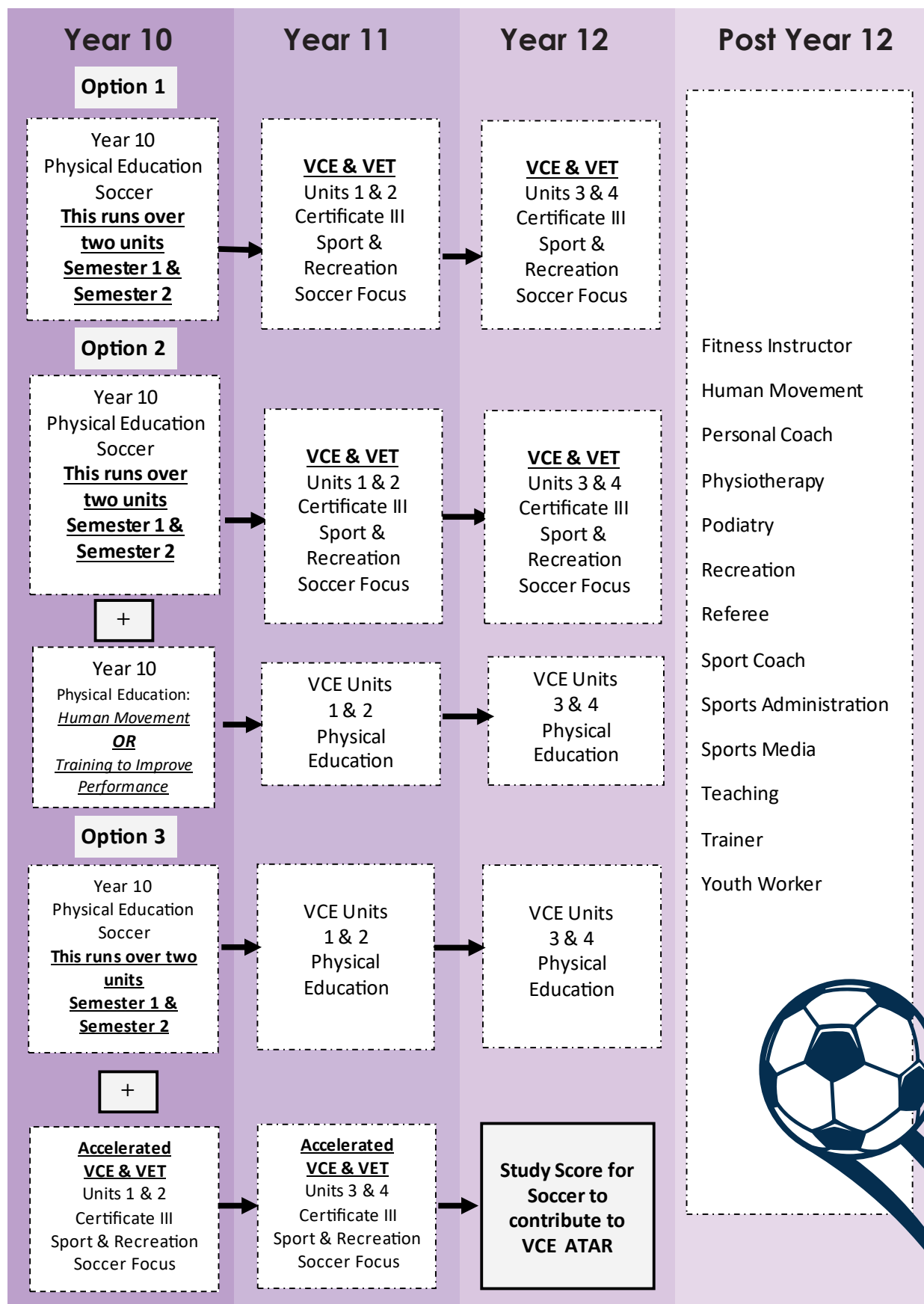


Health and Physical Education Pathways



Students are advised to check prerequisites for tertiary courses with their Tertiary Entry Requirements information or on the website www.vtac.edu.au. The above list of examples is not an exhaustive list.

Soccer Academy Pathways



Students are advised to check prerequisites for tertiary courses with their Tertiary Entry Requirements information or on the website www.vtac.edu.au. The above list of examples is not an exhaustive list.

Health and Physical Education

Units Available:

- Environmental Recreation
- Food and Health
- Health Education
- Physical Education: Human Movement
- Physical Education: Soccer
- Physical Education: Training to Improve Performance

Year 10 Environmental Recreation

What is it all about?

Students selecting this semester course will take an active part in a variety of outdoor educational units. These could include a combination of the following: Orienteering, basic bushcraft, water safety, rock climbing, conservation, surfing, base camping and survival techniques.

Environmental Recreation encourages appreciation of the environment and broadening experience of local and community recreational adventure activities. This course will require the use of external venues and professional expertise. Excursion charges will apply.

What skills and knowledge will I gain?

Knowledge of what types of outdoor adventure and recreational activities are available in our community. An alternative to sport.

How will I be assessed?

- Combination of theory and practical assessment
- An end of semester exam

Costs

*A compulsory levy for materials will apply for this subject. Fees will be confirmed in Term 3.

Year 10 Health Education

What is it all about?

Students develop an understanding of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors that influence health.

Students examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age. The course will cover actions that can be taken to positively influence health and wellbeing at individual, local, national and/or global levels.

What skills and knowledge will I gain?

An introduction to VCE Health and Human Development.

How will I be assessed?

- Theory based assessment tasks
- An end of semester exam

Costs

*A compulsory levy for materials will apply for this subject. Fees will be confirmed in Term 3.

Year 10 Food and Health

What is this unit about?

This course is designed around the relationship between food choices that we make every day and how it affects our health. It will look at how fast food trends in today's society impact upon our growth and development.

Food needs for sport and food from many cultures will be a major focus. There will be practical activities to provide you with great scope to develop your culinary skills. This course provides a link to VCE Health & Human Development and Food Technology.

What skills and knowledge will I gain?

An introduction to the VCE subjects including Food Studies and Health and Human Development.

How will I be assessed?

- Combination of theory and practical assessment
- An end of semester exam

Costs

*A compulsory levy for materials will apply for this subject. Fees will be confirmed in Term 3.

Year 10 Physical Education: Human Movement

What is it all about?

This course is designed for students who are interested in pursuing Physical Education in VCE. Students will be introduced to the concepts of Biomechanics and the way the body moves. They will also study the skeletal and muscular systems as well as identifying the benefits of a physically active lifestyle. Practical laboratory activities will link the theory and practical components together.

What skills and knowledge will I gain?

An introduction to VCE Physical Education

How will I be assessed?

- Combination of theory and practical assessment
- An end of semester exam

Year 10 Physical Education: Training to Improve Performance

What is it all about?

This course is designed for students who are interested in pursuing Physical Education in VCE. Students are introduced to the concepts of energy systems and the requirements of the body when exercising. This course will also cover different aspects of sports coaching and the training principles and methods. Practical laboratory activities will link the theory and practical components together.

What skills and knowledge will I gain?

An introduction to VCE Physical Education.

How will I be assessed?

- Combination of theory and practical assessment
- An end of semester exam

Year 10 Physical Education: Soccer

*To undertake 2 Units across the year,
one in Semester 1 and one in Semester 2*

What is it all about?

This course is designed for students who are interested in pursuing Physical Education and VCE- VET (Sport and Recreation: Soccer). This course involves continued study of the different facets of Sport Psychology including goal setting, motivation, arousal and self confidence. Laboratory activities will link the theory to the practical components.

In addition students will focus on soccer to learn tactics, skill acquisition and game play. Students will complete topics involving the skeletal system, muscular system, energy system and the effects of physical activity on the body.

Students who choose this year long soccer course are still able to select Physical Education: Human Movement. However, this is optional. Please refer to Soccer Academy pathway chart to review available options.

What skills and knowledge will I gain?

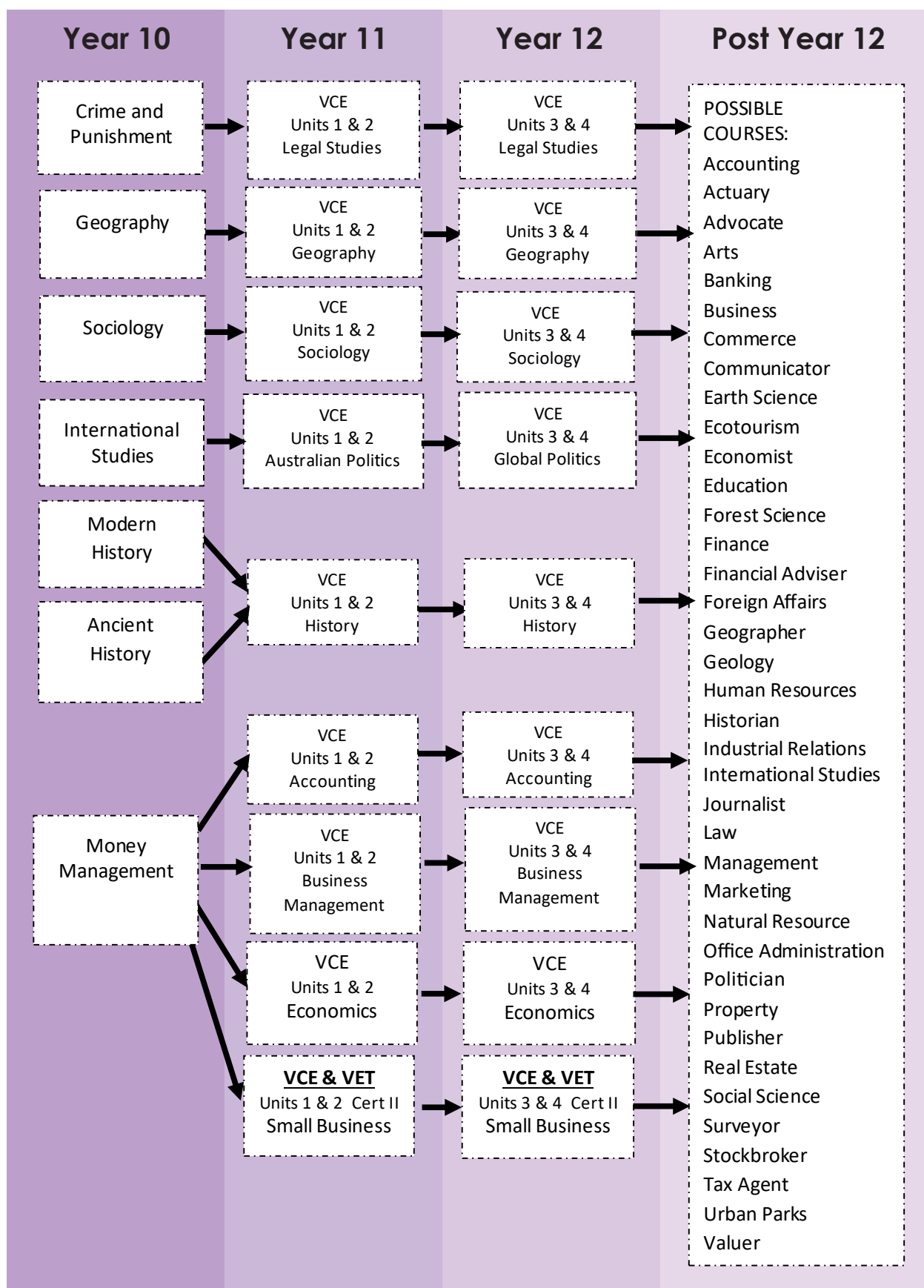
An introduction to the VCE-VET Certificate III in Sport Recreation (Soccer Focus) and VCE Physical Education.

How will I be assessed?

- Combination of theory and practical assessment
- An end of semester exam



Humanities Pathways



Students are advised to check prerequisites for tertiary courses with their Tertiary Entry Requirements information or on the website www.vtac.edu.au. The above list of examples is not an exhaustive list.

Humanities

Units Available:

- Crime and Punishment
- Money Management
- Sociology
- Ancient History
- Modern History
- International Studies
- Geography

Year 10 Crime and Punishment

What is it all about?

Crime and Punishment is a Legal Studies/Civics based subject that explores criminal and civil law. Students examine various crimes such as murder and manslaughter and research real world examples. Students will also look at the legal defences available to those who are being accused of a crime.

Civil wrongs (torts) are also examined, as are the rights of the individual. Students will explore how they can protect their own rights, and what to do if their rights have been infringed. This subject aims to prepare students for VCE Legal Studies.

What skills and knowledge will I gain?

Students will learn the difference between rules and laws. They will also discuss the concepts of law, justice and power, as well as the origins and nature of Australia's legal system. They will gain knowledge of our justice system through various excursions to The Melbourne Magistrates' Court and The Old Melbourne Gaol.

This subject aims to bolster and reinforce a student's ability to understand and apply legal terminology, principles and concepts.

How will I be assessed?

Assessments include:

- a range of research activities
- case studies
- presentations (including the use of ICT)
- an exam



Year 10 Money Management

What is it all about?

Money Management is a subject that draws from the disciplines of Business Management, Economics and Accounting.

Students explore the flow of money within our economy. Small businesses structures will also be examined.

Students will analyse different forms of advertising and brand recognition such as logos, jingles and slogans. Credit, loans, tax and interest rates will also be explored. This subject prepares students for VCE Economics, VCE Accounting, VCE Economics or a Certificate II in Small Business VET.

What skills and knowledge will I gain?

Students will gain financial literacy skills and learn about different aspects of personal finance. They will explore budgeting, tax, superannuation and record keeping. Students will learn how to assess financial investment and credit options.

Students will also work on their entrepreneurial skills. They will explore the importance of new ideas, starting a business, designing business plans, and basic economic conditions.

This subject aims to bolster and reinforce a student's ability to understand and apply business concepts, principles and terminology.

How will I be assessed?

Assessments include:

- a range of research activities
- case studies
- presentations (including the use of ICT)
- an exam

Year 10 Ancient History

Why choose this unit?

Ancient History explores the ancient world and our founding civilisations. Students will specifically explore Ancient Egypt and Ancient Mesopotamia which are often considered to be the 'cradle' of civilisation. Students will analyse ancient mythology, ways of life and how individuals achieved power through warfare and wealth. Students will also examine how cities and language developed over time. Students will also explore Ancient Greece. Possible excursions include Melbourne Museum.

What skills and knowledge will I gain?

Students will investigate past peoples, groups, events, institutions, societies and historical sites. They will be taught to apply the skills, processes and methods used by historians and archaeologists. They will study the history of humankind from the very earliest times discovering how this has formed part of everyone's heritage. They will develop historiographical skills through this study.

This subject aims to bolster and reinforce a student's ability to ask questions about the past, analyse primary and secondary sources, construct historical arguments based on evidence, as well as explore a range of people, places, ideas and periods to develop a broad understanding of the past.

How will I be assessed?

Assessments include:

- a range of research activities
- case studies
- presentations (including the use of ICT)
- an exam

Year 10 Modern History

What is it all about?

Modern History explores the major world events that have taken place in the 20th century. Students will examine World War II and will analyse key historical figures, key historical concepts, the impacts of war on people, culture and various countries. Students will also discuss the rights of freedoms of people and how these freedoms have evolved through an exploration of the US Civil Rights movement. The Vietnam War will also be examined. Possible excursions include the Holocaust Museum.

What skills and knowledge will I gain?

Students will develop historiographical skills through a study of the World War II. Students will compare different perspectives about significant events and evaluate the reliability of various sources. Students will also deepen their understanding of rights and freedoms achieved by various social movements.

This subject aims to bolster and reinforce a student's ability to ask questions about the past, analyse primary and secondary sources, and construct historical arguments based on evidence, as well as explore a range of people, places, ideas and periods to develop a broad understanding of the past.

How will I be assessed?

Assessments include:

- a range of research activities
- case studies
- presentations (including the use of ICT)
- an exam

Year 10 Sociology

What is it all about?

Sociology is the study of social behaviour, including that of individuals and groups, as well as social structures. It aims to bolster our understanding of social systems, social expectations, social class, social mobility, law, religion, medicine, education, sexuality, and deviance (the breaking of social norms). It provides valuable knowledge and skills for participation in everyday life through detailed observation of social patterns and group behaviour. It encourages students to become aware of and to think about daily life and activities, as well as wider social issues. This subject aims to prepare students for VCE Sociology.

What skills and knowledge will I gain?

The program will aim to develop skills such as effective communication, critical thinking, analysis, evaluation of texts and the help build their research skills. The development of these skills can be valuable preparation for those students interested in law, social work, psychology, publishing, journalism, education, research, business and communications.

How will I be assessed?

- a range of research activities
- debates
- presentations (including the use of ICT)
- an exam



Humanities

Year 10 International Studies

What is it all about?

International Studies is a subject that introduces students to international relations and politics. Students will look at global terrorism and discuss how acts of terror (such as September 11) have changed the world. Students will also explore the various systems of government (such as dictatorships) that exist overseas. Students will examine the role of the global organisations and their ability to handle global crisis, such as and the Corona Virus (COVID-19).

The origins of human rights will also be examined. Using case studies (such as the Rwandan Genocide, Khmer Rouge and the Cold War) students will analyse how these rights have been violated throughout the world. This subject aims to prepare students for VCE Australian and Global Politics. Possible excursions include the Immigration Museum.

What skills and knowledge will I gain?

Students will investigate and analyse current global conflicts and movements (wars, child labour exploitation, civil conflicts, terrorism and globalisation). Students will analyse the politics of foreign governments, past and present, and compare this with Australia. Students will discuss and learn about civil rights and responsibilities.

How will I be assessed?

Assessments include:

- a range of research activities
- case studies
- presentations (including the use of ICT)
- an exam

Year 10 Geography

What is it all about?

Year 10 Geography is a subject that explores the different places and cultures that make up our world. Through excursions and field work students will have the opportunity to immerse themselves in these cultures.

Students will also have the opportunity to explore the topics of poverty, global warming, and the spread of disease.

Students will examine how environmental and cultural changes affect us and other living things. Students will focus on the strategies humans put in place to ensure a sustainable future. This subject aims to prepare students for VCE Geography.

What skills and knowledge will I gain?

Students will gain knowledge of a major natural system and its interaction with human activities, global patterns of development and development issues.

They will learn about different types of maps and photographs at different scales. They will also gather information from fieldwork studies, present their findings and develop policies to deal with selected issues.

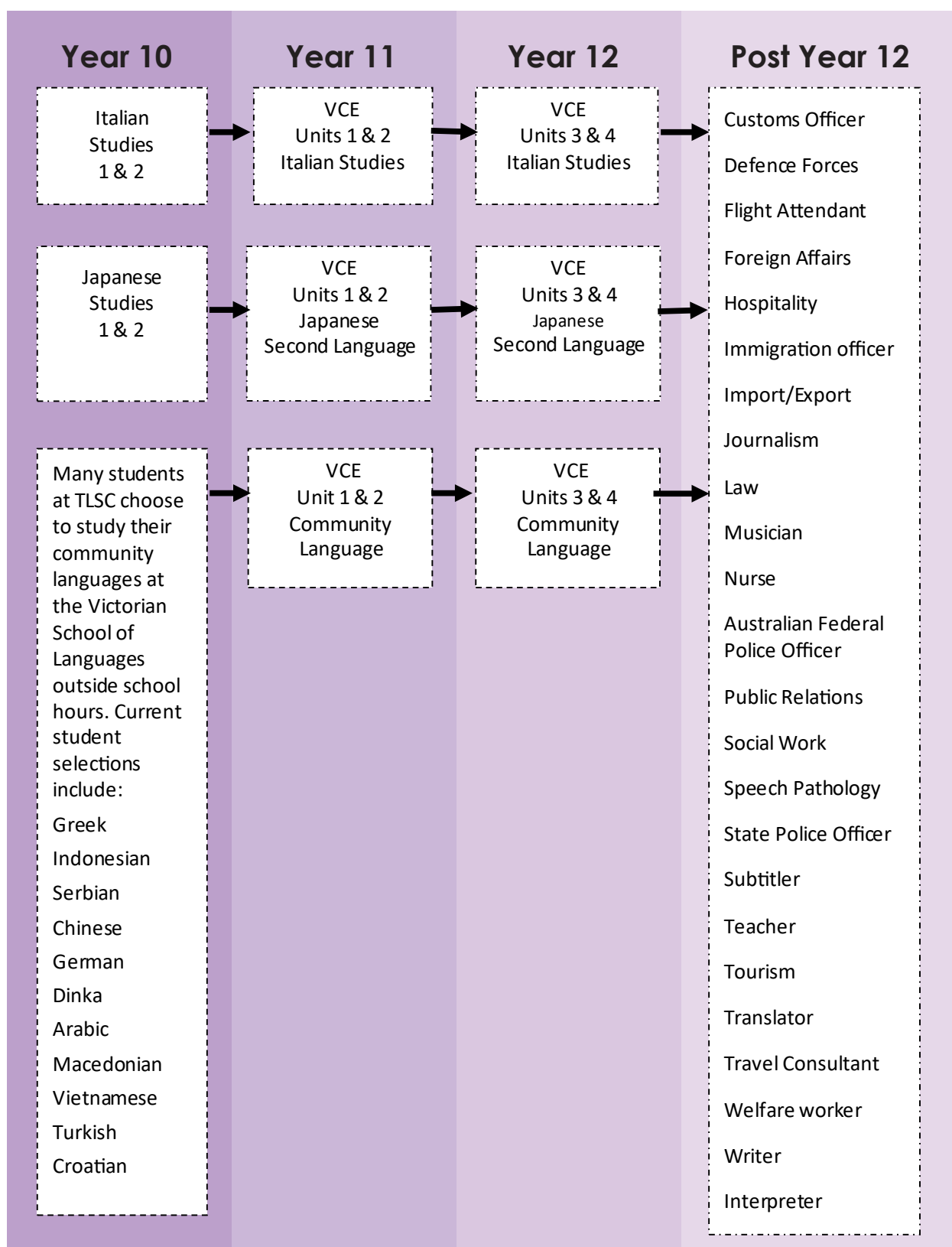
How will I be assessed?

Assessments include:

- a range of research activities
- case studies
- presentations (including the use of ICT)
- an exam



Languages Pathways



Students are advised to check prerequisites for tertiary courses with their Tertiary Entry Requirements information or on the website www.vtac.edu.au. The above list of examples is not an exhaustive list.

Languages

Units Available:

- Italian Studies 1
- Italian Studies 2

Year 10 Italian Studies Semester 1 and Semester 2

What is it all about?

This unit will give you an insight into why Italy is a popular tourist destination and why its food has become international. If you have an interest in the hospitality and/or tourist industry, this subject will be very useful to you, as it will provide you with information about the country, as well as some essential languages skills in dealing with Italian tourists of the future.

Appropriate films will be viewed that will give you an understanding of the country and its people and how they interact, as well as an appreciation of the changing Italian population as it becomes more culturally diverse. This unit will also prepare you for VCE Italian studies. All activities are designed to help you extend your skills in listening, reading, writing and speaking.

What skills and knowledge will I gain?

You will read short texts in Italian about Italian teenagers, their daily lives, their lives with their families, their lives at school and how they spend leisure time. You will make comparisons with your lives and issues that are important to you.

You will also learn a lot about what Italy has to offer to young people who are passionate about Italian racing cars, sport, music, fashion, beautiful cities and tiny towns perched on hill-tops. Italy seems to have it all and within short distances. Let's explore it together.

How will I be assessed?

You will be assessed on your participation in all class activities, the satisfactory completion of all set tasks based on listening, reading, speaking and writing skills and an end of semester exam.

- Japanese Studies 1
- Japanese Studies 2

Year 10 Japanese Studies Semester 1 and Semester 2

What is it all about?

Japan is one of Australia's largest trading partners and the study of Japanese will broaden your career pathways, enhancing your future employability. In addition, Japan possesses a rich and vibrant culture spanning thousands of years and your continued study of Japanese will provide you with fascinating glimpses of Japan's unique past. This unit will enhance your developing knowledge of Japanese language, culture and history, preparing you both for VCE Japanese and also travel and work in Japan.

What skills and knowledge will I gain?

This unit will extend your oral and written literacy in Japanese and also your general knowledge through the topics covered. You will:

- Improve your understanding of spoken and written Japanese by listening to and interacting with native speakers, viewing media excerpts, reading authentic short texts, and participating in activities that help you to communicate your ideas in Japanese
- Further your ability to communicate information effectively about yourself and your world
- Gain a greater understanding of the Japanese lifestyle through the study of urban and rural lifestyles, transportation and school trips, teenagers part time jobs, goals and aspirations
- Improve your knowledge of hiragana and katakana in addition to being introduced to new kanji and vocabulary

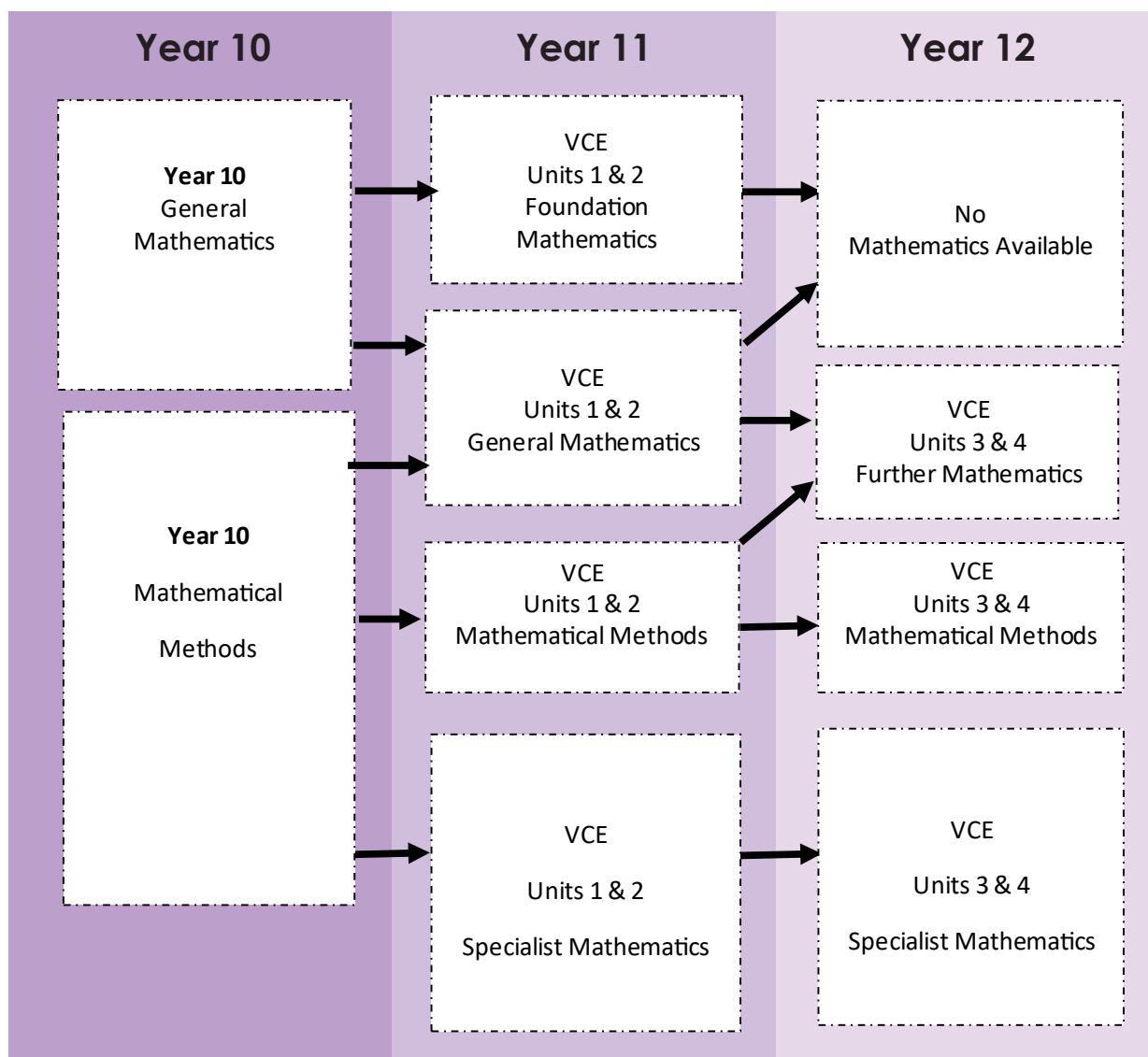
Students will use a variety of ICT, including making a blog, podcast, Quizlet, OneNote and other online language programs and games.

Students will also participate in excursions including: attending the JLTAV Year 10 Forum at Monash university and attending the Japanese festivals/events.

How will I be assessed?

You will be assessed on your participation in all class activities, the satisfactory completion of all set tasks based on listening, reading, speaking and writing skills and an end of semester exam.

Mathematics Pathways



Please Note:

- Students choosing to undertake Specialist Mathematics must also complete (or have completed) Mathematical Methods. Mathematical Methods is a pre-requisite for Specialist Mathematics
- Students are able to accelerate into VCE Unit 1 and Unit 2 General Maths and VCE Unit 1 and Unit 2 Mathematical Methods through the College's VCE acceleration application process
- Only two of Units 3 and 4 Mathematics Studies will contribute in the primary four during ATAR calculation. The third mathematics will contribute as an increment only
- Mathematic subject choices are dependent on the TLSC Mathematics recommendation process and your discussion with the Course Advisor. Variations of a Mathematics pathways may be completed with consultation
- Students are advised to check prerequisites for tertiary courses with their Tertiary Entry Requirements information or on the website www.vtac.edu.au. For example, if wanting to take on a career as a teacher, Maths is a pre-requisite. The above list of examples is not an exhaustive list
- Students may not wish to continue Maths beyond Year 10



Mathematics

Year 10 General Mathematics

What is it all about?

This course is designed to prepare students for General Mathematics and Further Mathematics in VCE. It will explore concrete concepts in mathematics such as statistical analysis, financial investigation and optimisation. Students will undertake topics in Statistics, Linear Relations and Graphs, Financial Arithmetic, Matrices, Numbers and Patterns and Networks.

What skills and knowledge will I gain?

This course of mathematics will complement and extend the skills learnt in year 9 in the topics described above. Students will gain the skills to solve problems they may encounter in their day to day lives. The course will allow students to make connections between mathematics and activities and tasks which occur in relevant industries and make informed decisions and conclusions to problems.

How will I be assessed?

Students will be assessed on each unit of work which is marked against the Victorian Curriculum learning outcomes. They are tested on the skills learnt in these units and their ability to apply these skills to problem solve. Homework will involve approximately 2 hours per week. Some group work will be conducted in class and CAS calculators will be used extensively. Students will be sitting end of semester exams for this subject.

Year 10 Mathematical Methods

What is it all about?

This course is designed to prepare students for Math Methods and/or Specialist Maths in VCE. It will involve a significant level of abstract thinking and mathematics to build skills which can be applied to concrete examples. Students will undertake topics in Probability, Functions and Graphs, Number and Algebra and Trigonometry.

What skills and knowledge will I gain?

Students will extend their skills learnt in year 9. They will strengthen their knowledge and skills in the topics covered. They will improve their algebraic and number skills and learn to construct graphs of different functions. They will learn to combine several areas of mathematics to solve problems in real contexts.

How will I be assessed?

Students will be assessed on each unit of work which is marked against the Victorian Curriculum learning outcomes. They are tested on the skills learnt in these units and their ability to apply these skills to problem solve.

Homework will involve approximately 2 hours per week. Some group work will be conducted in class and CAS calculators will be used. Students will be sitting end of semester exams for this subject.

All courses run for the whole year. The Mathematics Learning Area Leader considers your Year 9 performance and teacher advice to make a final decision regarding which course you will be recommended for. The courses are designed to meet your future needs depending on which career path you are intending to follow.

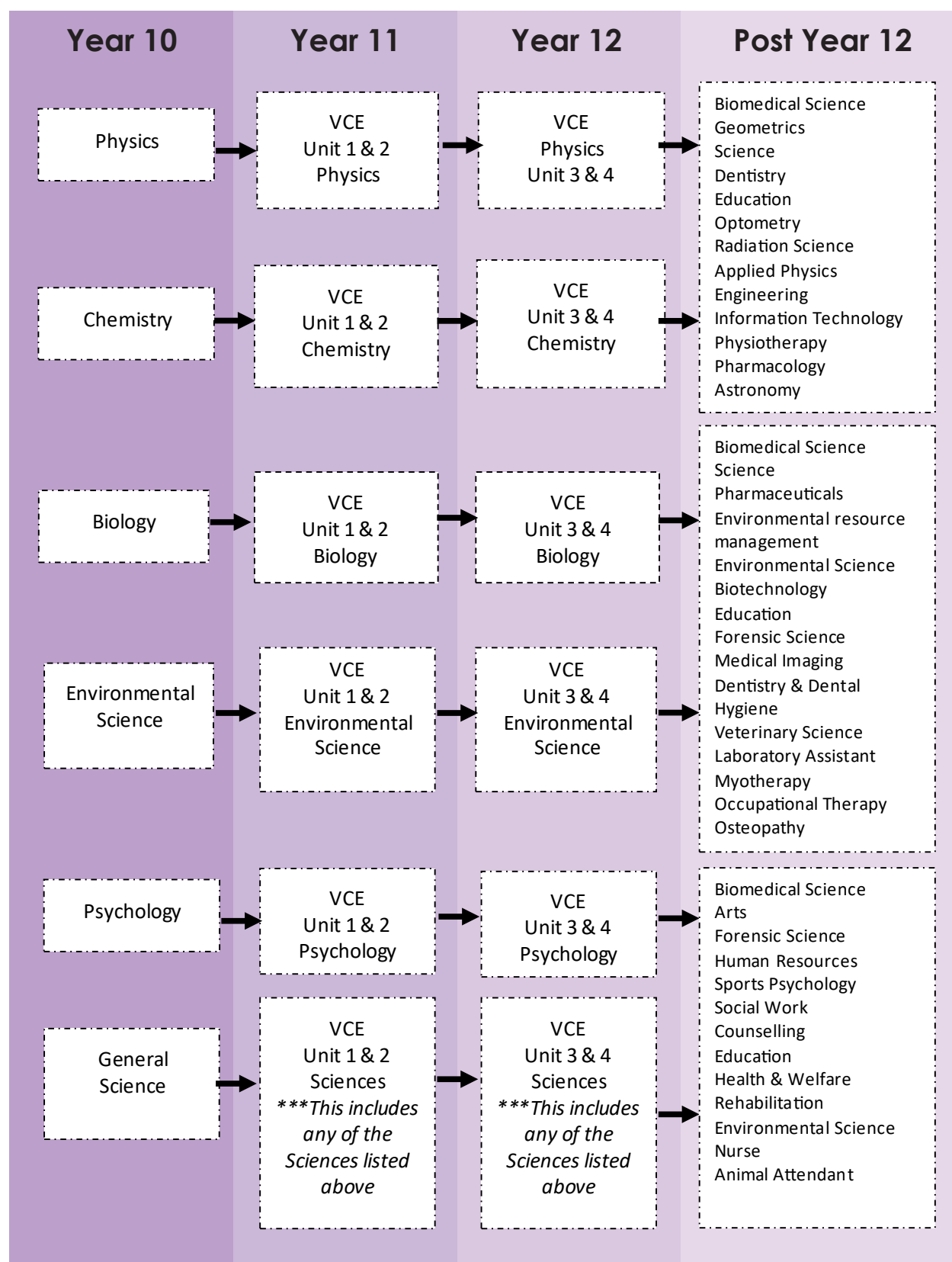
Make sure you research, with your course advisor, the mathematics you require for your chosen career and investigate the topics you will be completing before making a decision. When choosing your course, keep in mind that things can sometimes change and you may change your mind about your chosen career, so keep your options open. The Mathematics Pathways diagram on the previous page demonstrates where each course leads you.

Use the Mathematics flow chart and the Mathematics recommendation letter that you received early Term 3 to guide you in selecting your Mathematics program.

Add your Mathematics pathway choice to your re-enrolment form and the Web choice list.

Science Pathways

Students Please Note: If you plan to pursue science studies at VCE level, it is recommended (but not compulsory) that you select the corresponding subject areas at Year 10 level (e.g. Year 10 Physics to prepare for Unit 1 Physics). Please note that all Year 10 students MUST complete at least one unit of Science. Students interested in science as a pathway should consider selecting more than one unit.



Students are advised to check prerequisites for tertiary courses with their Tertiary Entry Requirements information or on the website www.vtac.edu.au. The above list of examples is not an exhaustive list.

Science

Units Available:

- Biology
- General Science
- Environmental Science
- Physics
- Psychology
- Chemistry

Year 10 Biology

What is it all about?

This unit will prepare you for future studies in science – but it will also teach you a lot about how your own body works! Biology is a broad field that can assist you in leading into areas of biomedicine, health and environmental studies to name a few. In this unit you will focus on the structure and function of the cell as the basis for life and how cells operate together so living things can survive the environment they live in.

What skills and knowledge will I gain?

- You will develop your understanding of key scientific skills that include:
- Understanding experimental method and how to design, conduct and evaluate scientific investigations
- Different modes of presenting and the analysis and interpretation of data
- Skills in scientific communication
- Exploring ways in which contemporary science concepts, perspectives and issues are portrayed in popular media
- Developing and communicating your own opinions on a variety of scientific issues

You will develop your understanding of key scientific knowledge that includes:

- The structure and function of cells and the key processes essential to life
- The role of DNA and genes in cell division and genetic inheritance
- The coordination and regulatory functions within plants and animals that assist survival in the environment
- An overview of natural selection and evolution

How will you be assessed?

- combination of practical work
- working in a team and with others
- the ability to design, carry out and report on practical investigations
- An end of semester exam

Year 10 Chemistry

What is it all about?

This subject will introduce you to the fundamental concepts of Chemistry to illustrate how chemistry is intimately involved in our lives. This includes the history surrounding the story of the Periodic Table and how chemistry has made a huge difference to the quality of our lives.

We explore models of the atom, the basic building block of everything around us. We study in depth a scientist's most valuable resource – The Periodic Table.

We also look at mechanisms in which atoms join to form different substances and how the properties of materials can be explained according to bonding. We also see how scientists can count atoms using the mole concept. The course will also include the integration of laboratory experimentation.

What skills and knowledge will I gain?

The Atom and Periodic Table: describes atomic structure in detail and explores the concepts that form the basis of the modern Periodic Table.

Bonding and Chemical Equations: Details the behaviour of materials at both microscopic and macroscopic levels and explains the conventions used by scientists to describe reactions.

Reactions and the Mole Concept: Explores the different types of reactions that occur in the world around us and introduces qualitative analysis using the mole concept.

How will you be assessed?

- combination of practical work
- working in a team and with others
- the ability to design, carry out and report on practical investigations
- An end of semester exam

Year 10 Environmental Science

What is it all about?

In this unit you will gain an understanding of how natural systems operate and the impact that humans have on these systems, the science behind climate change and how aspects of society are responding and dealing with these issues.

What skills and knowledge will I gain?

Through this unit you will develop your understanding of key scientific skills that include:

- Understanding experimental method and how to design, conduct and evaluate scientific investigations
- Different modes of presentation and the analysis and interpretation of data
- Skills in scientific communication
- The study of contemporary science-related issues reported in popular media, exploring the ways in which science concepts, language and perspectives can be misunderstood and misrepresented
- Developing and communicating your own opinions on a variety of scientific issues

Through this unit you will develop understanding of key scientific knowledge that includes:

- An understanding of the range of natural ecosystems that occur on Earth and the processes that occur within these
- An understanding of how humans impact on these ecosystems and the importance of sustainability and conservation
- The differences between the Greenhouse effect and Enhanced Greenhouse effect and the leading causes and effects of global warming
- The role of renewable energies and carbon sequestration in dealing with climate change
- Global and national government policies relating to climate change
- The role of individuals in combating climate change

How will you be assessed?

- combination of practical work
- working in a team and with others
- the ability to design, carry out and report on practical investigations
- An end of semester exam

Year 10 General Science

What is it all about?

This course will emphasise and consolidate the development of scientific skills and concepts in chemistry, physics, earth science and biology. In addition scientific vocabulary and scientific language and problem solving will be a strong focus of the course.

This unit aims to introduce students to key principles in science through exposure to contemporary science issues.

If you're unsure about a particular science area that you're interested in, General Science gives you a snapshot of what you may encounter in studying the core science subjects in the future.



Note: Students considering pursuing Science as a future pathway are advised to complete at least one other unit in Science in their Year 10 course program.

What skills and knowledge will I gain?

Through this unit you will develop your understanding of key scientific skills that include:

- Understanding experimental method and how to design, conduct and evaluate scientific investigations
- Different modes of presentation and the analysis and interpretation of data
- Skills in scientific communication
- The study of contemporary science-related issues reported in popular media, exploring the ways in which science concepts, language and perspectives can be misunderstood and misrepresented
- Developing and communicating your own opinions on a variety of scientific issues

How will you be assessed?

- combination of practical work
- working in a team and with others
- the ability to design, carry out and report on practical investigations
- An end of semester exam

Year 10 Physics

What is it all about?

In this subject you will gain an understanding of the physical universe and the laws which govern it. You will analyse the motion of objects as small as atoms and as large as suns. You will also consider the forces responsible for all motion in the universe including gravitational and magnetic forces.

The knowledge gained through physics will enhance your ability to be innovative and to contribute to the intelligent and careful use of resources. This knowledge can be used, for example, in industrial, medical and technical applications.

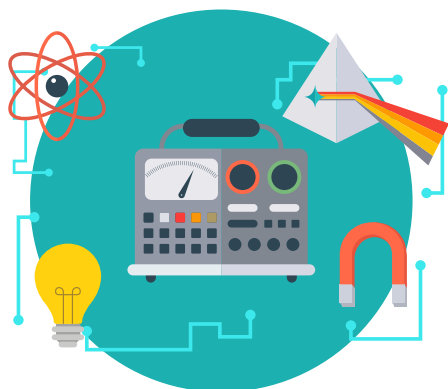
This subject is interesting and challenging for all students, including those who are aiming for medical, engineering, Technology-based and science-based careers.

What skills and knowledge will I gain?

- Understanding of the different aspects of motion, speed, displacement and acceleration
- Understanding of the equations of motion
- Understanding and application of Newton's laws
- Understanding of magnetic fields and electric currents
- Knowledge of electric motors and how they operate

How will you be assessed?

- combination of activities
- combination of practical work
- working in a team and with others
- the ability to design, carry out and report on practical investigations
- An end of semester exam



Year 10 Psychology

What is it all about?

An overview of the different areas of psychology, which includes:

1. Introduction to Psychology

- What is psychology
- Differences between psychology & psychiatry
- Research methods and ethics

2. Forensic Psychology / Psychopathy

- Dangerous stalkers and stalking
- Profiling
- Psychopaths

3. Clinical Psychology

- Brain structure and function
- Nervous System
- Mental health, stress and phobias

What skills and knowledge will I gain?

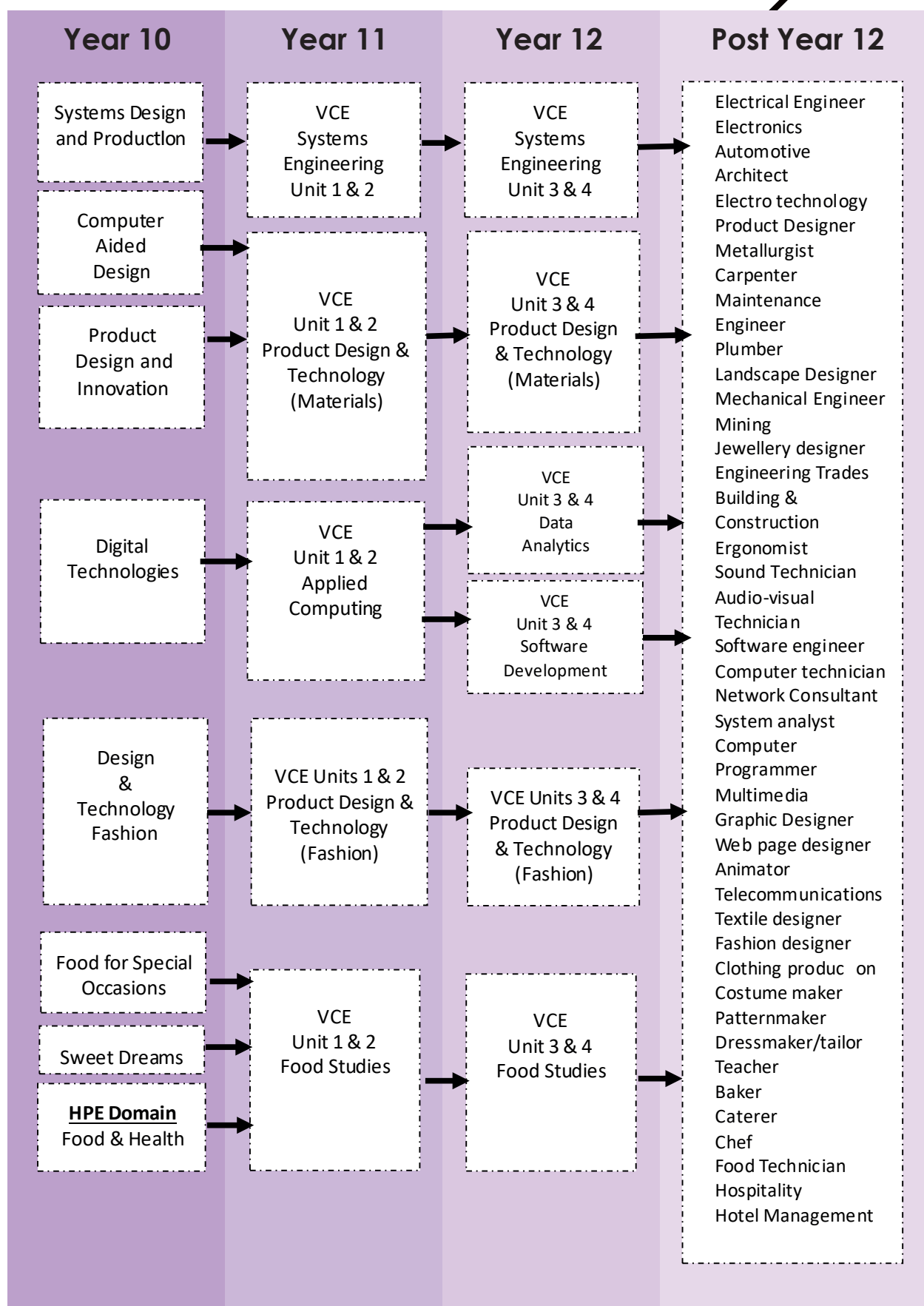
This subject will enable you to:

- Understand how psychology offers a range of career options to qualified psychologists
- Understand how to interpret behaviours and understand thought processes
- Understand how psychologists support people with mental disorders in diagnoses and treatment
- Understand how the legal system uses psychology in the gathering and use of forensic evidence
- Understand the role of brain and nervous system

How will you be assessed?

- combination of activities
- investigations and evaluations of psychological research
- an end of semester exam

Technology Pathways



Students are advised to check prerequisites for tertiary courses with their Tertiary Entry Requirements information or on the website www.vtac.edu.au. The above list of examples is not an exhaustive list.

Technology

Units Available:

- Computer Aided Design
- Digital Technologies
- Design and Technology: Fashion
- Food for Special Occasions
- Product Design and Innovation
- Sweet Dreams
- Systems Design and Technology

Computer Aided Design

What is it all about?

This course uses Computer Aided Design (CAD) packages to produce drawings associated with architectural drawing, product design and production.

There are three main streams offered, namely:

- Technical production of 2D drawings
- 3D modelling and 3D printing
- Research: the 'Innovations of 3D Printing'

Students study basic techniques in the use of the various CAD packages for all three streams. Applying design ideas to other software programs where possible encouraging experimentation.

Programs from the following list are used: Corel Designer and Pro-Engineer.

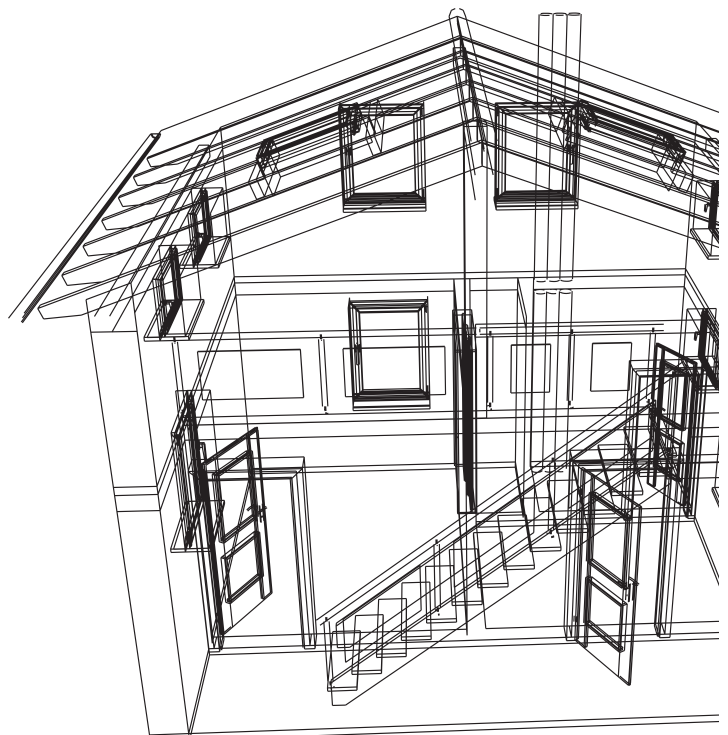
What skills and knowledge will I gain?

- Development of 2D technical drawings using Corel Designer
- Development of 3D modelling using Creo Elements/Pro-Engineer
- Learn about the design process and the innovations of 3D printing

How will I be assessed?

You will be assessed throughout the unit.

- 2D design folio
- 3D modelling folio
- Research work
- End of semester exam





Year 10 Digital Technologies

What is it all about?

Students will gain an understanding of Digital Technologies and its uses. Students analyse, design and develop a simple database and validate stored data. Students also consider the privacy and security requirements of stored data.

Students design and develop simple programs using a current Object Oriented programming language. Students research and explain the control and management of networks and the data security implications.

What skills and knowledge will I gain?

- 1. Analyse, design and develop a database:**
Learners should be able to use Microsoft Access to create a simple database which take into consideration the privacy and security of validate data.
- 2. Computer Components and Networks:**
Learners should have an understanding of various components of a networked digital system and the data implications of stored data
- 3. Design, develop and test simple programs:**
Learners should be able to design, develop and test simple programs using an object-oriented programming language.

How will I be assessed?

- Students analyse, design and develop a simple database solution to a given problem.
- Students research and present information about hardware, software and networked digital systems
- Students design and evaluate user experiences and algorithms, and develop and test modular programs, including an object-oriented program.
- Students will choose their presentation type from; a short video, web publication, blog, podcast, wiki or PowerPoint.
- End of semester exam

Year 10 Product Design & Innovation

What is it all about?

This unit follows from the year 9 course 'Design and Innovation' as preparation for VCE. The unit further examines and extends student's previous experiences of 'product innovation.'

Students follow the real-world innovation process through researching, designing, making products, packaging, advertising, promoting and selling to possible users.

A range of materials (mainly plastic, timber, metal, fabrics, found, recycled) and advanced production processes are used to manufacture useful products.

Computer design techniques are applied to help with design tasks, advertise, display and research work. Innovation and marketing case studies of past and existing products are examined and linked to activities of the course.

What skills and knowledge will I gain?

Students further develop their knowledge and practical skills in product design and

manufacture. They develop an awareness and appreciation of inventiveness and creativity.

Students experience and apply a wide range of production processes in the workshop, including prototyping, plastics moulding and forming and 3D printing.

Computer aided design techniques are used design projects and to help with marketing and advertising.

Students also develop creative packaging ideas and produce fliers and posters to advertise their products.

How will I be assessed?

- You will be assessed throughout the unit.
- Your research work, case studies, design work, folio and innovative marketable products are all assessed
- End of semester exam

Year 10 Systems Design and Technology

What is it all about?

This unit focuses mainly on the electronics area of technology, by applying the technology process of investigating, designing, producing and evaluating, students develop skills in circuit design, manufacturing, product assembly, testing and packaging of completed systems projects. Other technologies are examined, such as applications of solar, wind and mechanical energy forms and systems. Students access ICT applications to perform research tasks related to practical topics and to develop a comprehensive folio of information, design work and project reports.

Environmental and safety issues are considered and addressed throughout the unit.

What skills and knowledge will I gain?

- You will develop skills in designing and making systems and electronic products. You will gain knowledge of electronics systems technology and other energy forms used in society.

How will I be assessed?

You will be assessed throughout the unit.

- Research work
- Design folio and completed projects
- End of semester exam

Year 10 Design and Technology: Fashion

What is it all about?

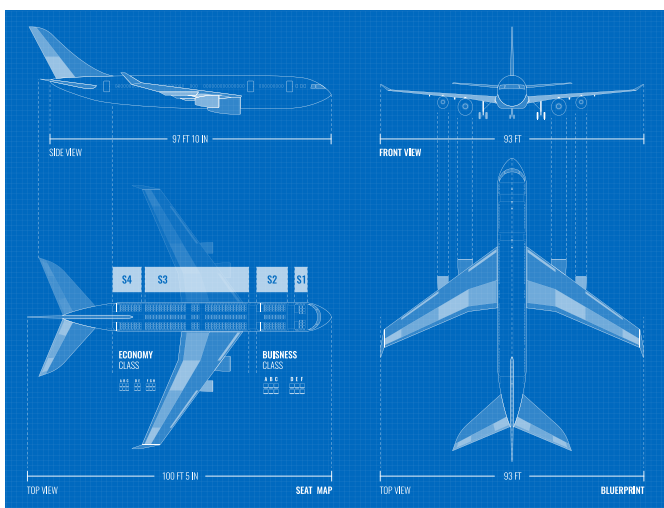
Fashionista's this is for you. Create your own fashion brand, then design and make an outfit. This course is designed to adapt to your own specific interests, whether you wish to make wearable garments, creative costumes or upcycle vintage clothing, the choice is yours.

What skills and knowledge will I gain?

- Learn how to develop and promote your own fashion brand using social media.
- Develop skills in fashion illustration using hand and / or CAD techniques.
- Learn how to develop your design skills to produce your own original fashion or costume ideas.
- Learn how to use and modify a commercial pattern, how to make your own pattern, or how to adapt an existing garment.
- Develop skills in clothing construction, how to use the Over-locker, and fabric embellishment (if applicable).
- Gain an insight into how the current fashion world works, how designers build a brand, develop a range and adopt sustainable practice.

How will I be assessed?

- You will maintain a folio that contains the social media campaign to promote your brand, fashion illustrations, production planning and sample construction processes.
- You will construct your garment, outfit or costume.
- You will negotiate a topic to complete an investigation into a specific fashion or costume designer, or current fashion issue.
- End of semester exam



Food for Special Occasions

What is it all about?

For all those interested in the relationship between food and special events or celebrations, this is the course. We look at many historical, religious and family celebrations and their link to food trends. You will be involved in the designing, planning, preparing and marketing of a themed Cookbook. Food photography will also be a major focus.

The second major element of the course involves completing many types of decoration techniques that will be applied to a variety of food products for your own special occasions. This unit also involves an excursion to a 5* Hotel for lunch and a front and back of house tour exploring the many jobs available in the Hospitality industry.

What skills and knowledge will I gain?

An introduction to VCE Food Technology

- designing, planning, preparing, producing and marketing a themed Cookbook

How will I be assessed?

- Major practical tasks
- Theory based assessment
- End of semester practical exam



**A compulsory levy for materials will apply for this subject.*

Fees will be confirmed in Term 3.

Sweet Dreams

What is it all about?

In this unit we look at the many Elements of Cooking such as yeast, sponge, meringue, pastry, chocolate, gelatine based, bee point scale and scone making. There will be a variety of practical activities to provide you with great scope to develop your culinary skills and will include the planning and production of a High Tea.

This unit also involves an overnight Food Tour to the Victorian High Country as well as a practical exam.

What skills and knowledge will I gain?

- The Elements of Cooking
- Culinary skills and an introduction to VCE Food Technology
- The study will involve a focus on "sweet" cooking/baking/confectionary

How will I be assessed?

- Major practical tasks
- Theory based assessment
- End of semester practical exam



**A compulsory levy for materials will apply for this subject.*

Fees will be confirmed in Term 3.

VCE at TLSC

The VCE - General Information, Policies and Procedures

Most students will take 22 units over two years, but you may study more than 22 units. Students may also complete the VCE over three years if necessary.

In order to satisfactorily complete your VCE you must successfully complete:

- At least 3 units from the English group of studies (all students will enrol in 4 units over the 2 years)
- At least 3 sequences of Unit 3 and Unit 4 studies, other than the English group of studies
- At least 16 units overall
- Students can include an unlimited number of VCE VET units in their program
- Students will not be penalised with a reduction of marks for repeating a Unit 3 - Unit 4 sequence
- Suitable students may also incorporate an Extension Study (University level) into their Year 12 program

Subject Selection

At Taylors Lakes Secondary College students will be expected to attempt:

- 12 units in the first year i.e 6 units each semester at 5 periods per week, and
- 10 units in their second year, i.e. 5 units each semester at 5 periods per week. Students who have successfully completed 2 or more accelerated studies at Unit 3 - Unit 4 level may appeal to reduce their workload in their final year. They should plan however whilst in Year 11 for 5 year 12 studies and their appeal can be lodged within the first fortnight of the new school year. This appeal should be accompanied by evidence of their additional studies from outside the College (e.g. Languages, Dance)

The VCE (Baccalaureate)

The VCE (Baccalaureate) is contained within the VCE and is not another senior secondary credential.

The two senior secondary certificates in Victoria are the VCE and the VCAL.

To be eligible to receive the VCE (Baccalaureate) the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- a Units 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above; or a Units 3 and 4 sequence in EAL with a study score of 33 or above
- a Units 3 and 4 sequence in either Mathematics Methods (CAS) or Specialist Mathematics
- a Units 3 and 4 sequence in a VCE Language
- at least two other Units 3 and 4 sequences

Languages

This study is available in fifty different languages. Students may study more than one language. Many students study a language through the Victorian School of Languages (VSL) or through another provider, out of school hours. It is possible to obtain credit for these studies towards your VCE. This information will be sought on your subject selection form.

Mathematics

Enrolment in Specialist Mathematics Unit 3 and Unit 4 assumes current enrolment in, or previous completion of Mathematical Methods (CAS) Unit 3 and Unit 4.

VCE Mathematics choices are subject to recommendations by Maths teachers based on performance data. Students unhappy with their recommendations may seek to lodge an Appeal Form, with the Maths Learning Area Leader, Ms Eskander presenting additional evidence of suitability.

English

The minimum of three units from the group of English studies that are required for satisfactory completion of the VCE may be selected from: English/EAL Units 1 and 2 and at least one 3 - 4 sequence of:

- English/EAL, or
- Literature

Any of the Unit 3 and Unit 4 sequences in the English group will be counted in the ATAR but no more than two will be permitted in the primary four.

Taylors Lakes Secondary College endeavours to provide a broad range of course options to cater for the diverse needs and interests of our students. However, budget and resource constraints often mean it is not feasible to run all subjects. A consultation process with students and parents will be conducted to ensure that all students are able to make informed choices about their subject selections. More information will be disseminated to students and parents once the course selection process has been completed.

To receive the VCE (Baccalaureate) you do not need to apply or do anything beyond achieving the results as outlined above

Accelerated VCE and VET at TLSC

Accelerated Studies Program

Acceleration is available at *three* levels.

Commencing: Students in Year 9 may apply to commence their accelerated VCE and / or VET studies at Unit 1 and Unit 2 level when they are in Year 10.

Continuing: Students in Year 10 with completed accelerated VCE and/ or VET Unit 1 and Unit 2 studies may apply to continue Unit 3 and Unit 4 level whilst in Year 11.

Note: Students in Year 11 who have not undertaken accelerated VCE and/ or VET Unit 1 and Unit 2 studies may apply to move directly into Unit 3 and Unit 4 studies whilst in Year 11. However, some studies are not suitable for this choice.

It is expected that most students taking an accelerated study will take one Unit 3 and Unit 4 sequence, however a student may be allowed to study more than one Unit 3 and Unit 4 sequence in their Year 11 program especially if they are in the accelerated mathematics program and/or have completed a Unit 3 and Unit 4 study outside school. Students undertaking LEAP studies may have additional choices available to them.

The advantages of this program include:

- The opportunity to complete a sixth 3 & 4 level study in their program. This sixth study will contribute a bonus 10% in the calculation of the ATAR at the completion of VCE
- The opportunity to broaden the VCE program of studies, e.g. *Students with a strong VCE Outdoor Education interest can complete units in Years 10 and Years 11 to reduce the impact of camps in their senior VCE years*
- The opportunity to ease students' transition into level 3 and 4 assessment procedures by completing coursework and exams in Year 11 to prepare for their full level Unit 3 and Unit 4 program the following year
- The opportunity to seek the academic challenges associated with a Unit 3 and Unit 4 level study thus increasing motivation

The Higher Education Studies Program is offered by higher education institutions (universities) and the VCAA. Two types of study, Extension and Advanced Standing are offered through this program.

An Extension study is a first-year Higher Education study that is:

- equivalent in content and assessment in every respect to one or more of current first-year Higher Education studies and constitutes at least 20 per cent of a full-time first-year university course
- of a level for a high-achieving student and therefore is a clear advance on an identified VCE Unit 3 and 4 study and commensurate in workload with an additional VCE study
- of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline.

An Advanced Standing study is a first-year Higher Education study that is:

- equivalent in content and assessment in every respect to one or more of current first-year Higher Education studies and constitutes at least 20 per cent of a full-time first-year course
- is comprised of curriculum not available in any current VCE studies and therefore is not linked to any current VCE Unit 3 and 4 study
- of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline.

Applying for the Accelerated Studies Program at TLSC

Students who are interested in the Acceleration Studies program will be able to complete an Acceleration Studies Application Form in Term 3.

All Course Selection forms will be available on: Compass Year Level News Feed; on Compass Resources under Course Selection Process – Forms; from the student's Course Counsellor; or from the Careers Room.

VCE & VET Acceleration Studies Application Form is to be submitted at the Careers office by 3:30pm Monday 27th July.

Students are selected on their ability to provide evidence which satisfies the following criteria:

Demonstrated ability to work "above the standard", assessment performance, exam results, work habits as evidenced by their Progress Reports and recent semester reports, especially in English and Literacy

- Demonstrated organizational and time management strengths
- Evidence of leadership and co-curricular experiences is desirable
- Career planning aspirations
- Knowledge of the chosen VCE and VET study

It is expected that if a student accelerates in a study for the Unit 1 and Unit 2 level, they will continue this accelerated subject at the Unit 3 and Unit 4 level (subject to availability and performance). Accelerated students will continue to study a full program (5 subjects) whilst in Year 12 to maximise the advantages of the Accelerated Studies Program upon the calculation of their ATAR. Students with 2 or more accelerated studies at the end of year 11 should plan for 5 studies in year 12. Appeals will be possible after Unit 3 & 4 results in accelerated studies are available.

Who can do a Higher Education study?

Higher Education studies are designed for independent high achieving VCE students. Schools wishing to join the program should discuss their participation directly with the Higher Education institution concerned. Schools also have the responsibility of counselling students regarding the prerequisite requirements for each Higher Education study. Schools recommend students for participation in the program. The principal of the school will certify that selected students meet the guidelines provided by the Higher Education institutions, which may include specific tests. Application process required.

Where to go for more information

- Australian Catholic University
- Deakin University
- Federation University
- La Trobe University
- Monash University
- Royal Melbourne Institute of Technology (RMIT)
- University of Melbourne

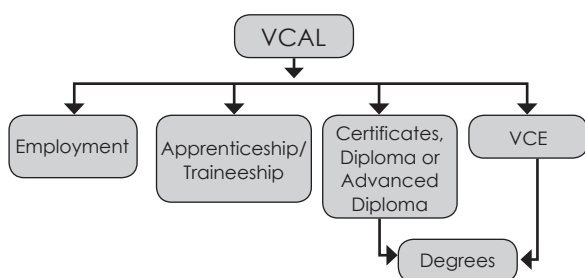
Please note: Higher Education studies have an associated cost to the University. Please enquire about subject fees.

VCAL at TLSC

Victorian Certificate of Applied Learning (VCAL)

Is VCAL for YOU?

VCAL Pathways



When you choose VCAL you will be getting practical work experience during the year, as well as developing your literacy and numeracy skills and the personal development skills that will help you in becoming more confident and able to work well in a team.

You also study a VET (Vocational Education and Training) course, when you do VCAL. Undertaking VET allows you to move on to further vocational training when you finish school if you wish.

Some other VCAL points to note

- VCAL does not give you an ATAR score and is not a course for students who wish to go on directly to University. VCAL students are eligible for many vocational training courses after Year 12 and after successful vocational training completion, you can choose to articulate into a tertiary course provider/or an institute provider. There are courses available at certificate level that provide opportunities for young people to articulate their qualifications to assist entry to a tertiary course provider/or an institute provider. This is due to the quality partnerships TAFE organisations have with other tertiary course providers/ institute providers. This information is explored during a Year 12 VCAL course of study. VCAL suits students whose career path includes entry to vocational training, doing an apprenticeship or moving into employment after you leave school
- VCAL tasks are not graded, but are noted as S or N when you complete the outcomes in each unit
- VCAL Intermediate Certificate: At the end of year 11, if you have completed 10 VCAL units, you receive the Intermediate Certificate from VCAA (Victorian Curriculum & Assessment Authority)
- Failure to achieve the Intermediate Certificate will mean students will not be able to move into Senior VCAL the following year at TLSC**

- VCAL Senior Certificate is awarded at the end of Year 12 VCAL to successful students. You graduate with VCE students



- Structured Work Placement (SWL) is COMPULSORY in both Year 11 and Year 12 VCAL**
- Year 12 students undertake a two week SWL placement block early Term 2 and during Term 3.
- Year 11 students complete a two week block in Term 2 and another three week block in Term 3. It is the responsibility of the student to source their own work placements
- All Structured Work Place Learning must be aligned to their VET. For example if a student undertakes Building and Construction as a VET, then their SWL must be linked to a building company or building site
- During Structured Work Placement, students are required to attend their scheduled VET class for one day per week. SWL contracts do not cover students under Work Safe insurance if they attend a work site on their VET day.**

Your VCAL Checklist

If you think that VCAL might be the best course for you, look at the following checklist. If you can answer YES to all these questions, then you should discuss VCAL in more detail with your parents and the VCAL Coordinator

Do you work better when you are involved in practical tasks rather than highly academic work?

Does your career path involve TAFE, apprenticeship or employment, but not University studies?

Are you prepared to travel to a neighbouring school to study the VET course that suits you?

Do you agree to pay the materials fee for the VET course?

Do you understand that it is your responsibility to find an employer for your compulsory work placements?

Are you prepared to travel further than Taylors Lakes to work with your employer?

VCAL at TLSC

What do you study in VCAL?

You need to complete units in four compulsory strands: These are: 1. Literacy Skills 2. VCE Numeracy 3. Personal Development Skills 4. Work Related Skills

1. LITERACY SKILLS

Literacy: You complete a variety of reading and writing tasks (outcomes) as well as completing oral communication tasks. There are 8 outcomes in reading and writing, and 4 outcomes in oral communication, and you need to complete them all during the year.

2. NUMERACY SKILLS

Numeracy: VCAL Foundation and Intermediate students complete 2 units of Mathematics at VCE level; Mathematics classes often combine both VCAL and VCE students in the same Mathematics class due to the curriculum timetable design.

Students will be recommended to undertake a particular maths during course selection, however

Maths is extremely important for some VET studies such as Electro-technology, Building and Construction, Engineering and Automotive VET courses.

Both Unit 1 and Unit 2 of Foundation Mathematics or General Mathematics need to be successfully completed by VCAL students. The aim is to complete these in Year 11 so as not to repeat them in Year 12.

3. WORK RELATED SKILLS

You do part of this at school, and part of it by completing a Structured Workplace Learning placement. (SWL) At school, you study Occupational Health & Safety, research industries and workplaces and plan a work based project. Note: It is your responsibility to find an employer for your work placement. The College can provide assistance if you need it.

4. PERSONAL DEVELOPMENT

You do this at school, and work on a range of projects and activities to show your skills in self management, leadership, team work, planning and interpersonal communication as you complete your various projects.

5. VOCATIONAL EDUCATION & TRAINING (COMPULSORY) See pages. 43

You do these units at school, or at a neighbouring school which offers the VET course which best suits your career path.

Most VET classes are delivered on a Tuesday or a Thursday and you will be in classes with other students from the Brimbank VET cluster schools.

When you study a VET qualification, you must pay additional charges because the course is auspiced by a Registered Training Organisation (RTO) and you will be enrolled under the guidance of the RTO.

You can choose from among a number of VET studies as they are offered by various schools within the Brimbank VET Cluster. More detailed information is available in the Brimbank VET Cluster Handbook available from the VET Coordinator.

6. SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS (SBATS)

Discussed as an extension to VET training School-Based Apprenticeships and Traineeships (SBATs) are apprenticeships and traineeships that can be undertaken as part of or in combination with VCE or VCAL. Due to the fact that they usually require a person to undertake a minimum of 1 school day per week in the workplace.

At Taylors Lakes Secondary College, SBATs are undertaken by a small number of VCAL students only and generally offered to students at Year 12 level based on a student's excellent attendance in Year 11, completion of a VET study at Year 11, or if transferring from VCE to VCAL at a Year 12 level.

In addition to 1 day per week in the workplace, students may also need to undertake a day per week of training. If you are interested in undertaking a school-based apprenticeship or traineeship, or in finding out more about them, please contact the college Careers Office or VET Leader.

ALL STUDENTS ARE TO HAVE A UNIQUE STUDENT IDENTIFIER (USI) BEFORE ENROLING INTO VCAL, VET AND/ OR AN SBAT PROGRAM

The Government now requires students to have an Unique Student Identifier (USI) number.

Go to <https://www.usi.gov.au/your-usi/create-usi> This is an easy process and one recommended to complete at home as documents required can be easily accessed. Students cannot receive their final VET course results unless they have their own USI when completing recognised courses.





VET at TLSC *for VCE and VCAL students*

Vocational Education and Training (VET) Programs

Capable students with a strong vocational interest may enrol in one of the College's VET programs to enhance their post secondary opportunities. VET programs allow VCE and VCAL students to complete their certificates plus gain a recognized TAFE qualification at the same time. Students undertaking a VET at the College usually have classes on Tuesday or Thursday afternoons until 5pm. There are student material charges for VET programs.

Advantages of Studying VET

VET increases Students' Learning Potential

- Broadens VCE/ VCAL options
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult environment
- Matches student interest and career directions through the provision of vocational pathways
- VET Gives National Qualifications and Skills
- Undertaking a 'VET in Schools' subject as a part of VCE or VCAL can provide a pathway into higher levels of vocational education and training afterwards. Completing subsequent VET qualifications such as Certificate IV, Diploma or Advanced Diploma studies significantly improve a person's chances of gaining a strong employment outcome (Source: NCVER)
- Upon successful completion of the program, students are awarded a nationally accredited vocational training certificate
- VET qualification articulates directly into further education and training at TAFE
- VET provides access to a range of superior industry technology found in the workplace
- Enhanced career prospects and the acquisition of industry level skills

VET Prepares Students for the Workforce

- Expands post school opportunities
- Provides the opportunity to trial a career
- Helps students explore possible areas of interest which promote further study and work choices
- Allows students to develop strong links with industry and local community employers Students may be offered part time work as a result of undertaking 'Structured Workplace Learning' which is a compulsory component of some VET studies

VET programs are designed to:

- help students make the transition to further education, training, work or a blend of training and work such as is commonly undertaken in an apprenticeship, traineeship or cadetship
- develop Employment-related competencies, relevant to a group of industries or occupations
- provide an opportunity to incorporate an industry-specific Structured Workplace Learning placement within the VCE or VCAL
- Strict attendance rules apply in VET provision
- VCE AND VCAL students successfully completing a VET program auspiced by Victoria University

Victoria University Guaranteed Entry

May be GUARANTEED a place after their Year 12 studies in their industry field.



VICTORIA UNIVERSITY

This is a highly beneficial and significant boost for students completing their senior year at TLSC knowing they have a guaranteed pathway.

Once within the TAFE system students are able to articulate through certificate, diploma levels and onto degree levels at University (subject to course clarification).

Post Secondary Pathways for VET students

'VET in Schools' subjects provide a sound basis for a variety of further pathways after VCE or VCAL

- Employment: Entry level employment post VCE or VCAL
- TAFE: Upgrade to Certificate IV, Diploma or Advanced Diploma courses
- University: Upgrade to Degree courses upon completion of higher level VET courses
- Apprenticeship: Credit Transfer for relevant TAFE modules completed



VCAL students MUST successfully complete a VET study in their VCAL program

VET at TLSC and Brimbank VET Cluster

Important points:

- VET provides both VCE and VCAL students with credit towards their senior school certificate and a nationally recognized vocational certificate
- VCE students can choose from any of the seven programs delivered on site at Taylors Lakes Secondary College (marked with * in the list)
- VCAL students are mandated to successfully complete VET to qualify for the VCAL. They can choose from any of the TLSC VET programs plus those offered by the Brimbank VET Cluster
- **Often Year 10 students choose a VET course as part of their accelerated program. By undertaking a VET program at Y10, it often helps students to keep their VCE/VCAL options open.**

Charges

VET programs attract VET material charges for the duration of their course. These fees are set by the provider and ranged between **\$150 to \$350** depending on the course.

VET fee payment is ideally due by course confirmation day during December before commencing the next study year.

It is advised to keep any VET course financial payment receipts during this time.

VET Contribution to VCE

VET is organized in a Unit 1-4 structure for all programs. It contributes towards the VCE unit requirements at both Units 1 & 2 level and 3 & 4 level. Students who complete a VCE VET 1-4 study will gain credit towards their ATAR as follows:

Unscored VET contributes an **increment towards a student's ATAR (10% increment of the lowest study score of the Primary four).**

VET Contribution to VCAL

VET contributes to the satisfactory completion of the VCAL – Industry Specific Skills Strand (ISS). To gain credits towards their ISS Strand, students must complete competencies totaling 180 nominal hours for the year, 90 each semester.

Programs Offered by TLSC and Brimbank VET Cluster

TLSC School VET Programs VCE and VCAL students

Certificate III in Acting (Screen)*

Certificate II in Dance*

Certificate III in Health Services Assistance*

Certificate III in Screen and Media (Creative and Digital Media)*

Certificate III in Sport and Recreation*

Certificate III in Sport and Recreation (Soccer)*

Certificate II in Small Business Management*

Brimbank Cluster VET Programs VCAL students only

Certificate II Applied Fashion Design & Technology

Certificate II in Automotive Vocational Preparation

Certificate III Baking

Certificate III in Beauty Services

Certificate II in Building and Construction

Certificate II and III in Business

Certificate III in Community Services

Certificate II in Electrotechnology

Certificate II in Engineering Studies

Certificate II in Furniture Making

Certificate II in Horticulture

Certificate III in Information Digital Media and Technology

Certificate III in Kitchen Operations

Certificate II Hospitality & Cert II in Kitchen Operations

Certificate III in Laboratory Skills

Certificate II in Make-Up

Certificate III Music Industry - Music Performance Specialisation

Certificate II to Certificate III Music – Sound Production

Certificate II in Picture Framing

Certificate II in Plumbing

Certificate II in Salon Assistant

Certificate III in Screen Media (Game)

Certificate II in Signage and Graphics

More information:

Details of all VET programs are available on the VCAA website

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>

If you are choosing a VCAL program ask your Course Adviser and Ms Versace (VET Coordinator) for a Brimbank VET Cluster booklet for programs.

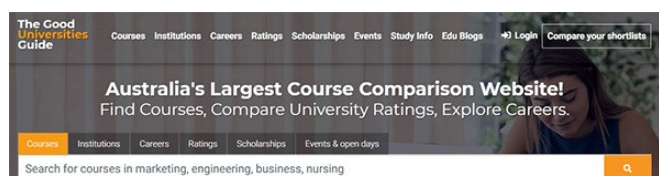
VCE, VET and VCAL Resources

Additional information can be obtained from the following sources.

The Good Universities Guide

Find Courses. Compare University Ratings. Explore Careers. The Good Universities Guide will help you find courses at Australia's top universities, TAFEs and training colleges. Whether you're looking to study a degree, enroll in an MBA program, or searching for more vocational training, you'll be sure to find a course to suit you.

<http://www.gooduniversitiesguide.com.au/>

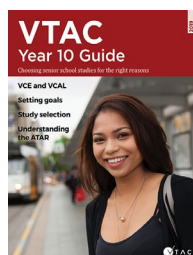


VTAC Year 10 Guide:

VTAC Year 10 Guide: Choosing senior school studies for the right reason

The 2020 VTAC Year 10 Guide provides information and activities to help Year 10 students identify their strengths and interests, research tertiary education and choose their senior school studies. All Victorian schools are sent a copy for each Year 10 student.

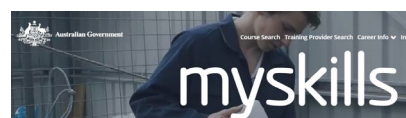
VTAC Year 10 Guide <http://www.vtac.edu.au/publications>



My Skills

My Skills continues to improve and evolve into a sophisticated and useful tool for employers, students, and training organisations.

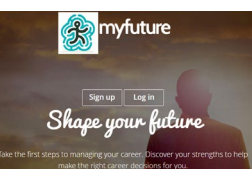
<https://www.myskills.gov.au/>



My Future

Provides career information and exploration.

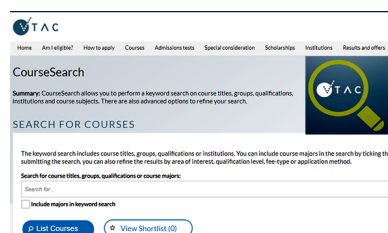
<http://www.myfuture.edu.au>



VTAC Website

www.vtac.edu.au - This will give you data and details about all courses and institutions currently on offer.

Note: This material is updated each year.



Compass

Students and parents have access to the Compass program for information distributed from the Pathways Team. This information includes the fortnightly Career News from February to November each year.



Australian Apprenticeships Pathways

<http://www.aapathways.com.au/Home>

This site provides information relating to apprenticeships and traineeships.

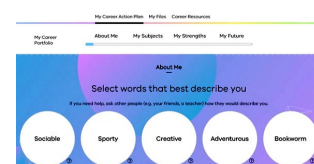
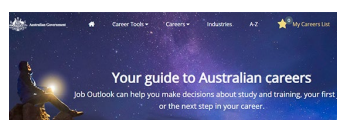
The Australian Apprenticeships Pathways website is an Australia wide information hub



Job Outlook

Provides information about earnings and future employment prospects for a range of careers.

<http://joboutlook.gov.au/>



Youth Central

Provides career information and exploration.

<http://www.youthcentral.vic.gov.au/jobs-careers>



JOBS AND CAREERS

ADVICE FOR LIFE

VCE Assessment and Reporting

Satisfactory Completion of a VCE Unit

Each VCE unit includes two to four learning outcomes. Satisfactory completion of a unit occurs when a student demonstrates achievement of all outcomes. This decision will be based on the teacher's assessment of the student's overall performance on the designated assessment tasks and course work for the unit. The College will report your result for each unit to VCAA as:

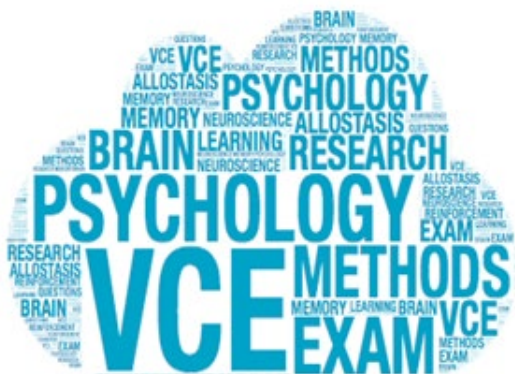
S satisfactory

N not satisfactory

Achievement of an outcome means:

- the work meets the required standard
- the work was submitted on time
- the work is clearly the student's own
- there has been no substantive breach of rules (including the school's attendance policy)
- students also need to demonstrate adequate completion of the coursework and satisfactory attendance

The College will provide online Compass reports at the end of each semester, listing an S or N for each outcome in every unit. If you need support in using the Compass communication tool, please do not hesitate to contact the College and our on-location technicians who can offer support in assessing the Compass portal. We encourage this use for all our parent community.



Assessment of Level of Performance

Units 1 and 2

These units are graded on the basis of work undertaken by students in connection with the learning outcomes, called School Assessed Coursework. This will be part of the regular teaching and learning program and will be completed mainly in class time. Grades are determined by the school – the VCAA does not require graded results for Unit 1 and 2.

- Students need to achieve a satisfactory (S) result for each outcome in a unit to receive an overall satisfactory result for the unit, and for the unit to count towards their VCE certificate.
- If a student receives an unsatisfactory (N) result for an outcome, they will receive an overall unsatisfactory result for that unit.

Units 3 and 4

1. School Assessed Coursework (SAC)

- Assesses each student's overall level of achievement on the assessment tasks listed in the study design. The study design specifies a range of assessment tasks (eg. assignment, essay, test, report in multi-media format) to assess the achievement of each of the unit's outcomes
- Is part of the regular teaching and learning program
- Is completed mainly in class time, within a limited time frame

2. School Assessed Tasks (SATs) are

- Completed only in Units 3 and 4 Media, Studio Arts, Visual Communication, Product Design and Technology, Software Development and Informatics and System Engineering
- Designed to assess specific sets of skills for products or models
- Tasks which will be teacher assessed according to criteria set by the VCAA

VCE Assessment and Reporting

Examinations

End of year examinations apply to all Unit 3 and Unit 4 studies. At the end of your VCE, the Victorian Curriculum and Assessment Authority gives you:

- A summary of S or N results for each unit 1, 2, 3 and 4 and a certificate if you have been awarded your VCE
- Graded results for Coursework, School-Assessed Tasks, Examinations
- A study score out of 50 (relative position) for each VCE unit 3 and 4 study

GAT – General Achievement Test 2021

All students enrolled in a Unit 3 & Unit 4 study will be required to sit for the GAT. The GAT is administered through the VCAA and is used to verify student results by comparing individual GAT, SAC and SAT results. The GAT exam is held in June each year. It is extremely important that the students sitting the GAT apply themselves to the task to the best of their ability.

English As An Additional Language (EAL)

- Students whose first language is not English may be eligible for EAL status
- Before attempting a Unit 3 or 4 study students must formally apply for this status

Criteria for Eligibility

A student will be considered eligible for EAL status if both the following conditions are satisfied:

- The student has been resident in Australia for a period of not more than 7 years before January 1st in the year in which the Unit 3 and 4 studies are undertaken and
- English has been the major language of instruction for a total period of not more than 7 years before the year in which the Unit 3 and 4 studies are undertaken

- In some circumstances a student who does not satisfy both of the above conditions may be granted EAL status on special grounds. The school must apply in writing to the VCAA in these circumstances, supplying relevant documentation.

VCE/VCAL classes including accelerated Year 10 student's attendance

Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find 'catching up' difficult. Students should attend Homegroup and all scheduled classes unless they are participating in authorised school activities such as excursions, sports teams and other College activities or if they have been suspended.

Students must attend regularly in order to:

- Demonstrate completion of VCE course work
- complete School Assessed Coursework (SAC), which is undertaken mainly in class time
- authenticate their work
- gain maximum assistance and advice in completing assessment tasks, including SACs and exams

Students must attend 100% of school days. Where a student is absent for more than 10 single sessions of a timetabled subject, they may be deemed to have not satisfactorily met the course requirements of that subject and may have an N recorded for that subject unit. This is regardless of whether the absence is approved or unapproved.

Attendance Recording procedures by the College are as follows:

Year 10-12: period by period rolls are marked on the College's Compass electronic system and stored electronically. Teachers are required to maintain their own period by period record of student attendance as well.

VCE Australian Tertiary Admission Rank (ATAR)

Gaining an Australian Tertiary Admission Rank

The Australian Tertiary Admission Rank (ATAR) is relevant to those students who wish to continue their studies at a tertiary level, i.e. University and TAFE.

It is only awarded to students within the VCE who have successfully completed scored assessment. It is a measure of “how well” you completed your VCE compared to all the students who completed the VCE in the same year. It is a national ranking across Australia.

The ATAR value is a percentile ranking between 0 and 99.95 with .05 increments. An ATAR of 60.05 means that you are judged to be, for tertiary entrance purposes, in the top 40% of your age group in that particular year.

The Victorian Tertiary Admissions Centre

The Victorian Tertiary Admissions Centre (VTAC) coordinates the applications of students to tertiary courses at universities, TAFEs and Private Providers. At the end of your successful VCE, if you apply to study at University or TAFE, VTAC will:

- Calculate your Australian Tertiary Admission Rank (ATAR)
- Consider only students who have satisfied university entrance requirements. This means the satisfactory completion of sixteen units including:
 - a. Satisfactory completion of outcomes in Unit 3 & Unit 4 studies from the English group of studies in the same calendar year
 - b. Satisfactory completion of the VCE including outcome assessments in at least three other Unit 3 & Unit 4 studies
- Forward information to selection officers at institutions in which you have expressed a preference and make offers at the end of the selection period to successful students
- Successful VCAL Senior students can also be considered for certificate and some diploma places at tertiary institutes. See the current VTAC Guide for further information

How is the ATAR calculated?

Studies which can be used for the ATAR calculation are:

- All VCE 3 and 4 sequences including VET scored assessment results
- VET unscored studies (10% of the average “best four studies”) will be used as an increment.
- Higher Education Studies

The ATAR is based on an aggregate that is the sum of:

- The student's VCE scaled study score in English group study
- The student's three next best scaled study scores in an acceptable combination
- 10% of any fifth and sixth scaled study scores or 10% average of the “best four” for unscored VET studies plus any relevant Higher Education Studies which can be used subject to VCAA guidelines

In all, up to six study scores may be used in calculating the aggregate, and all study scores are scaled, that is, adjusted to reflect differences in the cohort of students taking the study compared to other studies and differences in difficulties of the studies.

It must be remembered that you can repeat Unit 3 of a study in order to gain your VCE, but units 3 & 4 sequences must be studied within the one calendar year in order to be scored. This means you cannot do Theatre Studies 3 one year and Theatre Studies 4 the following year and still receive a study score for that study. Exceptions to this rule occur if students are granted “interrupted studies status”. There is no advantage in repeating Unit 1 and 2 studies, which have already been successfully completed.

Candidates will not be able to calculate the ATAR by simply using their VCE study scores.



Choosing a Senior Pathway at TLSC

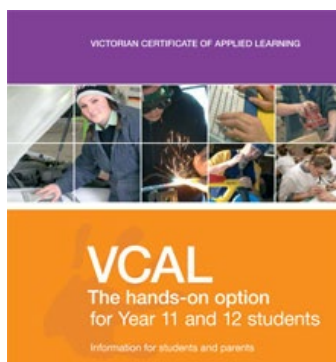
What is a Pathway?

A Pathway is a word we use to describe our choice in Education, Training and Employment. These are the steps we need to take to achieve our goals. It is a collection of studies planned to deliver the requirements for a senior school certificate, either;

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Applied Learning (VCAL)
- Vocational Education & Training (VET) studies including
- School Based Apprenticeships and Traineeships (SBATs) which can be integrated within VCAL. Please note: At this stage at TLSC we have only considered the SBAT program for students in Y12 and who may have already completed one year of a VET but have shown high performance and values in their VCAL studies or for a Year 12 student who has chosen to transfer to the VCAL Program after completing a year of VCE but has changed their options to a VCAL program pathway.

Resources to consult in your decision-making

- Consult your Course Administrator
- TLSC Senior Course Selection Handbook
- VTAC Year 10 Guide
- My Future web site
- The Good Universities Guide <http://www.gooduniversitiesguide.com.au/>
- The Brimbank VET Cluster Handbook if you are considering VCAL
- The DET Career Action Plan & My Career Portfolio Program to gauge interests, work preferences and abilities



Whatever Pathway you choose, you will need to spend time investigating what each of the pathways at TLSC has to offer before deciding.

Your pathway should reflect your chief interests and goals, whether these include further study, training or employment. For example, if you hope to study at a university or a TAFE college after leaving school, you must check carefully that you are doing studies that are required by the institution you wish to enter.

Victorian Tertiary Admissions Centre

<https://delta.vtac.edu.au/CourseSearch/searchguide.html>

VTAC Course Search allows you to perform a keyword search on course titles, groups, qualifications and course subjects.

Selection is the responsibility of each institution's course selection authorities. When considering your application, course authorities take into account published institutional and course entrance requirements, prerequisite studies and methods such as interviews, folios and supplementary forms. For a list of the criteria used for selection to a course, see Selection criteria in the course information online.



When organising your pathway you should:

- consider your career options and ensure your study selections will help you reach your long term goals.
- be aware of any requirements for a specific career or course you have in mind

VET Programs contribute towards VCAL and VCE ATAR scores

School Based Apprenticeships & Traineeships (SBATs) contribute towards VCAL and are currently open to VCAL students.

Post School Options

Post school options usually involve a combination of the following:

Work

Many forms of work will involve on-the-job training.

Higher Education

Entry into degree courses at the Higher Education level requires successful VCE completion and many institutions require specific prerequisite units to be studied at Unit 3– Unit 4 level.

Vocational Education and Training

Registered training organisations and TAFE institutes offer a wide range of courses for students which range from short 'attainment' courses, Level 1-4 Certificate Courses, Diploma and Advanced Diploma courses. Many courses at Diploma and Advanced Diploma levels now require a satisfactory VCE for entry.

Apprenticeships

Apprenticeships are available in a wide range of industries. Whilst there are no specific requirements more employers are selecting students with a successful VCE or VCAL, demonstrated skills in English and Mathematics, work experience and demonstrated evidence in the eight key competencies. VCAL allows students to complete TAFE / Vocational-Education-and-Training qualifications whilst still at school thus considerably enhancing their apprenticeship and employment prospects.

Traineeship

Traineeships resemble apprenticeships but are of shorter duration. They combine work with on-the-job training. Traineeships are generally in the non-trade areas e.g. retail sales, tourism, local government, sport and recreation to name a few. VCAL can equip students with recognized qualifications relevant to the traineeship field of interest eg Retail, Children's Services and Office Administration and Hospitality.

Apprenticeship & Traineeship support agencies advertised on Compass

Jobs, Apprenticeships and Traineeship publications and information is extensive. Use:

Job Seeker www.jobsearch.gov.au/jobseekerapp

Sarina Russo Apprenticeships

www.sarinarusso.com/apprentices/

WPC GROUP Apprenticeships & Traineeships

www.wpcgroup.org.au/

Australian Apprenticeships

www.australianapprenticeships.gov.au/

MEGT Apprenticeship Network Provider

www.megt.com.au

Toll Group www.tollgroup.com/

Downer www.downergroup.com/about-us

Jetstar www.jetstar.com/au/en/about-us/careers

Sports Girl www.sportsgirl.com.au/

Myer

www.myer.com.au/c/about-myer/careers/careers.html

Defence Jobs www.defencejobs.gov.au/

VicPol: <https://www.police.vic.gov.au/careers>

Important Points to Consider

It is important to consider a variety of career directions so that a range of choices at the end of VCE and VCAL. Students should make informed decisions based on self awareness of their abilities and interests.

When selecting a pathway consider if your plan:

- Satisfies the VCAA requirements for a satisfactory VCE or VCAL
- Satisfies any University or TAFE / Vocational-Education-and-Training prerequisite studies or requirements (e.g. folio, audition) for courses in which the student is interested
- Meets the College requirements concerning subject selection i.e. 12 semester units in the first year of VCE and 10 units in the second year. The VCAL program is fixed over three days a week to accommodate Structured Work Placement and the student's VET program
- Reflects INTERESTS and ABILITIES
- Don't settle on one job title, think widely in interest areas e.g. Commerce, Sciences, Technology, Art & Design, Humanities, Health Sciences, Visual & Performing Arts, Languages, Mathematics, Engineering and IT
- Links to websites that offer additional information are also provided, including • Labour Market Information Portal (lmip.gov.au)
- Job Outlook (joboutlook.gov.au).
- Australian Jobs publication: Released annually and usually by mid-year
<https://docs.employment.gov.au/system/files/doc/other/australianjobs2019.pdf>

Questions to check in your decision making

- Have you considered accelerated studies or VET studies at Year 10 or Year 11?
- Do your commitments outside school (including health and part time work) make a flexible three year senior pathway a more realistic goal?
- Are you considering a study outside school e.g. Language school, VCE Dance?
- Will you continue with a Language ?
- Have you considered a Higher Education Study in your Year 12 program?

VCE and VCAL Checklist

VCE Checklist

Checklist of Minimum Requirements set by the Victorian Curriculum Assessment Authority (VCAA) for VCE

Students must satisfactorily complete a minimum of 16 units that must include;

- Three units from the group of English studies selected from
 - English / EAL Units 1 to 4
 - English Language Units 3 and 4
 - Literature Units 3 and 4
- Three sequences of Units 3 and 4 studies other than English (of which up to three can be VCE VET Unit 3 and 4 sequences)

Students need to successfully complete their VCE Unit 3 and 4 sequence in an English study within the same calendar year, to obtain an ATAR score through VTAC.

For further information go to
<https://www.vcaa.vic.edu.au/Pages/HomePage.aspx>

VCAL Checklist

Checklist of Minimum Requirements set by the Victorian Curriculum Assessment Authority (VCAA) for VCAL

- Students must satisfactorily complete a Learning Program of 1000 nominal hours that is designed to comply with the following credit requirements. The Learning Program must;
- Include components from VET, VCE or VCAL units of study
- Include a minimum of two VCAL units
- Include a minimum of one Literacy and one Mathematics unit
- In each of the three remaining strands, components to the value of at least one credit
- Include components to the value of six credits at the level of the VCAL award (Foundation/ Intermediate/ Senior) of which one must be Literacy and one credit must be for VCAL Personal Development

Headstart

Helping students get a career HEADSTART

HEADSTART is an apprenticeship and traineeship pathways that allows Year 10, 11 or 12 school students to spend more time working, while completing the necessary vocational training and gaining their VCE or VCAL qualification. HEADSTART will give you more time in the workplace to develop the knowledge and skills today's employers are looking for. When you finish school, you will have your VCE or VCAL as well as having finished (or be close to finishing) a Certificate III Trade qualification - giving you a head start on everyone else.

Courses available

You can choose Apprenticeships and Traineeship courses in key industries such as building & construction, community services & health, business & primary industries.

How HEADSTART works with schools

Depending on what your employer needs, you will go to school some days and work on the other days. At a minimum, you will undertake paid employment for:

- One day a week in Year 10
- 2 days a week in Year 11
- 3 days a week in Year 12

You may also choose to complete Year 12 over 2 years.



What do you get?

- A HEADSTART Pathway Plan tailored to the specific needs of you and your employer
- One-to-one support from a HEADSTART Coordinator to keep you on the right track
- Quality assured training through TAFE's and Skills First contracted providers
- A VCAL or VCE certificate
- Significant progress towards, or completion of, a Certificate III trade qualification
- Payment of a fair training wage
- A tailored pathway into a priority industry career

In 2021, Taylors Lakes Secondary College will only be offering the new HEADSTART initiative to Year 11 students who have been initially approved to undertake a VCAL program. Students will commence their VCAL program in Semester 1 2021 as normal and then may be offered the opportunity to translate to the HEADSTART initiative in Semester 2. The HEADSTART Initiative will not be offered to Year 10 students in 2021.

For further information about the HEADSTART Initiative, what programs are available and how to apply please contact the Senior School Leader, Careers Leader or Principal. Fees will apply to cover the costs of tuition & service fees, equipment, clothing and tools.



Frequently Asked Questions by Students

Do I have to do Mathematics?

No. However many VET courses require you to have Maths skills for trade pathways or for future University and TAFE courses. VCAL students need to complete approved Numeracy studies within their VCAL program. Discuss your Mathematics recommendations with your Mathematics teacher.

IMPORTANT: If you are considering teaching as a career please note that *General Mathematics or Mathematics Methods Unit 1 & Unit 2 is a prerequisite.*

Does a VET subject count towards my VCE or VCAL Certificate?

Yes both. You can have an unlimited number of VET studies in your VCE program. You need to be aware that VTAC places restrictions on certain combinations of VCE and VET studies. If you intend applying for an ATAR at the end of your VCE, you will need to be aware of these restrictions. Visit the VTAC website <https://www.vtac.edu.au/>

All VCAL students must incorporate a selected VET studies within their VCAL program. VCAL Intermediate and Senior certificates @ TLSC require two credits (180 nominal hours) of successful VET outcomes. Some VET subjects involve staying after normal school hours to complete the requirements of the VET modules or attending local schools for delivery.

****** Material charges apply to all VET programs. A VET Program fee can range between \$185 to \$350 depending on the Registered Training Organisation's tuition fee. Generally if a training course is undertaken outside the College after the student has exited, then a fee can be highly expensive. A student attending a VET subject within the school and the Brimbank cluster are subsidised**

Can I change from VCAL to VCE in the following year if I wish?

Yes, if you find your needs are better met in the VCE program you can gain credit for any successfully completed VCAL and VET units in your new VCE program. You may find that you will require more time to complete the requirements for VCE than the regular two year period.

Do I have to do English?

Yes. For VCE you must undertake specific studies within the English group of subjects, but there are choices. VCAL students need to complete approved Literacy studies within their VCAL program.

Can I choose Year 11 Literature rather than Year 11 English?

No. All Year 11 students must complete Units 1 and 2 English and they can do Units 1 and 2 Literature as well. Students can elect to only study Literature as their English study in Year 12.

Can I change subjects if I don't like what I have chosen?

Yes. There is a formal process to follow to change subjects and there are cut-off dates that are set by the VCAA for changes to programs. If you want to change shortly after beginning a unit or change your mind at the end of Unit 1, you can choose subjects from classes on the existing timetable and where places are available.

At the end of Year 11 you will have the opportunity to evaluate your choices and adjust your program. Unit 3 and 4 subjects must be done as a combination. If you began a Unit 3 subject and wanted to change, you would need to do so within the first two weeks of Term 1 of that year due to the new subject chosen having a timeline for early assessments built into that subject's program.

Frequently Asked Questions by Students

Can I change from VCE to VCAL in Semester 2 or in the following year?

No, not midyear. Maybe at the end of year 11, again if you find your interests changing in your VCE program and you now wish to explore an applied learning program then your successful VCE and VET units can gain you credit in your VCAL program.

****** It should be noted however, that students wishing to transfer to VCAL are required to have successfully completed one unit of any Maths study for credit in the Numeracy component of the VCAL program. Success in a VET program is extremely beneficial if transferring as well.**

Students wishing to transfer to Year 12 VCAL will need to attend an interview with the VCAL Leader and the Assistant Principal to assess their application to transfer into VCAL

Availability of VCAL places may also effect transfer

Does my study of language at the Victorian School of Languages (VSL) count at Taylors Lakes Secondary College?

Yes. You should list any VCE subjects studied at the Victorian School of Languages (VSL) as part of your program as we are your 'base school'. We need to register your enrolment in a VCE or VCAL subject at the VSL on our official records. The VSL will give you a form to bring to school to notify us of your enrolment.

Is it hard to pass the VCE or VCAL?

No. If you commit to serious study of the subjects you select and keep up to date with your work, you should find it manageable to achieve the learning outcomes. Learning involves commitment and struggle over time. Students should be prepared to spend significant time and effort in class and at home learning about, trialing and mastering the key knowledge and skills of each unit. If you do not actively take responsibility for your own learning and manage your time wisely, then the answer to this question might well be 'Yes'. VCAL students are required to successfully complete all of their studies, completion of compulsory Work Placements and satisfactory attendance in their VET program. This will lead to their successful certificate completion.

Do I get free periods?

No. But you may have **Study Sessions in Year 12.** Year 12 students usually take five subjects with one block spare. The Year 12 Home group program results in Year 12 students having 4 study sessions during the week.

Year 11 students studying a subject at another campus such as a language are still required to undertake six units per semester at Taylors Lakes Secondary College. VCAL students undertake a fulltime program at both Intermediate (Year 11) and Senior (Year 12) level.

Are some subjects more valuable than others?

All VCE, VET and VCAL studies are valuable areas of learning. Each subject is studied for the same amount of periods at the VCE and VCAL level, although VET modules may involve extra time to comply with course requirements. Some subjects are scaled up or down in the tertiary entrance selection process. However, there is no distinction between VCE and VET subjects when all the scaled scores are added together at the end of Year 12 to calculate your ATAR score.

Students should seriously evaluate if the subjects they wish to take match their interests, abilities and potential. It would be foolish to ignore an area in which you show considerable talent and are likely to find enjoyable. It would be better for you to commit to the subject and achieve high results. Your VCE or VCAL pathway should ideally be enjoyable, as well as meeting the requirements for your desired pathway.

Does the vocational certificate I completed at my part time job credit towards my VCE or VCAL?

Yes. If you successfully complete a certificate II or III through training you undertake in the workplace (e.g. your part time job) then this may contribute to your Year 12 credit if it is at certificate III level, whilst Unit 1&2 credit may be gained for Certificate II level awards.

After completion of your relevant certificate bring your evidence to the Careers Office where credit on the VASS system can be organized. Students in Year 10 who have already completed these certificates can register them now towards future studies at VCE or VCAL.

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NB: More VET Programs offered to VCAL students in partnership with other local registered training providers can be found in the VET and VCAL section of the handbook.

Arts VCE Offerings

Drama Units 1 - 4

What is it all about?

Drama is about the creation and performance of characters, narratives and stories. You learn about dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural and historical contexts and use these to devise your own plays and monologues.

You get to view and analyse performances by professional and other drama practitioners, too. But mostly drama is about learning the skills of acting and learning to explore and communicate your ideas.

What will I learn?

Unit 1: Introducing Performance styles

- In this unit students study three or more performance styles from a range of social, historical and cultural contexts.
- To focus on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters
- How to analyse a performance

Unit 2: Australian identity

- To use famous Australian historical figures or events as stimulus for developing plays
- To perform to an audience using a range of dramatic elements and stagecraft
- To analyse the process of putting on a play/performance

Unit 3: Devised Ensemble Performance

- To apply performance techniques from the major theatre practitioners
- Analysing a devised ensemble performance
- Watching a Professional Theatre show and evaluating and analyzing the performance

Unit 4: Solo performance

- How to devise a character and script through exploration of stimuli
- How to apply symbolism and abstract elements of acting styles
- Analysing and evaluating a devised solo performance

What type of things will I do?

- Create characters
- Stage performances with other people
- Use lights, sound, makeup, costume, props, sets and music to create interesting stories
- Explore historical and contemporary figures and events to devise performance
- Go to see plays and learn to write about them
- Explore different types of acting styles (e.g., comedy, naturalistic, melodrama, Shakespearean, etc.)

What can this lead to?

University and TAFE courses in Drama and Acting

- Production Design and/Management
- Playwriting
- Theatre/Drama Critic
- Director/Theatre Maker

Why choose this study?

Choose this study if you are interested in learning about:

- Acting
- Staging plays and stagecraft
- Directing
- Production management
- Playwriting

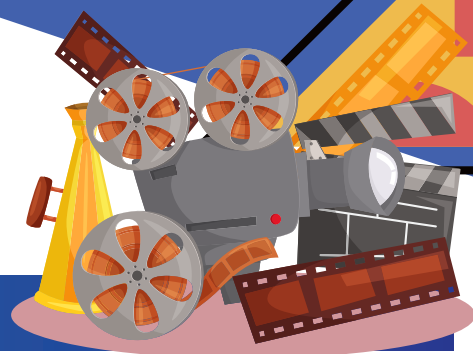
**Please note that a new VCE Drama study design will be in place for 2020. There may be some slight changes to the wording of each Unit 1-4.*

Possible Pathways at TLSC

| Year | Studies Offered |
|------|--------------------------------------|
| 10 | Theatre Studies |
| 11 | Drama / VET Cert III Acting (Screen) |
| 12 | Drama / VET Cert III Acting (Screen) |



Media Units 1 - 4



What is it all about?

VCE Media provides students with the opportunity to develop critical and creative knowledge and skills. Media texts, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society.

Students get the opportunity to experience hands on development of a short film or documentary. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

What will I learn?

Unit 1: Media form, representations and Australian stories

- Learn how the media constructs images
- Use video to produce your own images and stories

Unit 2: Narrative across media forms

- Learn about specialist media production stages and roles by making other media productions
- Understand the changes within an altered media landscape.

Unit 3: Media narratives and pre-production.

- Analyse films, develop specialist production skills and plan a major media production

Unit 4: Media production and issues in the media.

- Produce and direct a major video production
- Analyse values in the media
- Debate theories of media influence

Costs

**A compulsory levy for materials will apply for this subject.*

Fees will be confirmed in Term 3.

What type of things will I do?

- Make films
- Learn video techniques
- Edit video digitally
- Digital photography
- Sound production
- Storyboards
- Analyse the news
- Study films
- Learn about Pop culture

What can this lead to?

- Film/Video/Sound production
- Scriptwriting
- Journalism
- Advertising
- Magazine and Newspaper production
- Media theory and criticism
- Philosophy, sociology and politics

Why choose this study?

Choose this study if you are interested in learning about:

- Film & video production
- Photography
- The media industry
- Web and print industry design and production
- Magazine production
- Journalism
- Advertising

Possible Pathways at TLSC

| Year | Studies Offered |
|------|--|
| 10 | Media Photography Multimedia |
| 11 | Media VET Certificate III in Screen and Media |
| 12 | Media VET Certificate III in Screen and Media |

Arts VCE Offerings

Music Performance Units 1 - 4

What is it all about?

This unit focuses on developing skills in music performance in solo and group contexts, developing skills in music language and organisation of sound.

Students will present solo and group performances, demonstrate prepared technical work and perform previously unseen music.

Students enrolling in VCE Music in 2020 MUST also participate in a weekly Instrumental Class for the school year.

What will I learn?

Unit 1: Music performance

- Solo & group performance.
- Instrumental techniques used in performance
- Music language: music theory and analysis

Unit 2: Music performance

- Solo & group performance
- Instrumental techniques used in performance
- Technical work and sight reading
- Music language: music theory & analysis.
- Composition.

Unit 3: Music performance

- Solo and/or group performance.
- Instrumental techniques used in performance.
- Music language: Aural comprehension, music theory, analysis and interpretation of works.

Unit 4: Music performance

- Present a program of solo and/or group works.
- Instrumental techniques used in performance
- Music language: Aural comprehension, theory, analysis and interpretation of works.

Costs

*A compulsory levy for materials will apply for this subject.

Fees will be confirmed in Term 3.

What type of things will I do?

- Solo & group performances
- Written reports
- Composition
- Improvisation
- Music style analysis
- Aural comprehension
- Music theory
- Harmonization

What can this lead to?

- University & TAFE courses
- Private Instrumental Tuition
- Classroom teaching
- Music Technology Industry
- Professional audio Industry

Why choose this study?

Choose this study if you are interested in learning about:

- Teaching
- Sound recording and reinforcement
- Private tuition
- Performing
- Music technology

Possible Pathways at TLSC

| Year | Studies Offered |
|------|-------------------|
| 10 | Music Performance |
| 11 | Music Performance |
| 12 | Music Performance |

Studio Arts: Drawing and Painting Units 1 - 4

What is it all about?

Studio Arts: Drawing and Painting allows students to explore a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form.

Students will develop a workbook/folio showing sources of ideas and inspirations which will lead to a finished artwork. Students will use the design process to develop create critical thinking to develop their artistic ideas.

What will I learn?

Unit 1: Studio inspirations and techniques

- Folio development
- Painting, drawing, printmaking, 3D
- Analysis of artists throughout history

Unit 2: Studio exploration and concepts

- Developing designing skills to explore inspiration and produce artworks
- Exploring different mediums for example, oil paints, acrylics

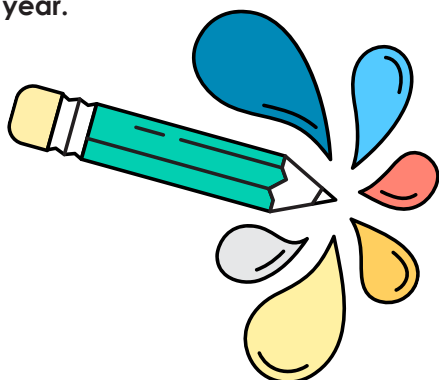
Unit 3: Studio practices and processes

- Design explorations from an exploration proposal leading to a finished folio of ideas
- Analysis of artists throughout history

Unit 4: Studio practice and art industry contexts

- Design explorations from an exploration proposal leading to a finished artwork
- Students will explore different types of galleries in the arts industry and issues relating to public display

Please Note: The current (2020) Year 11 students who wish to continue with Studio Arts Units 3 & 4 will be pursuing the Studio Arts course they enrolled in this year.



Costs

*A compulsory levy for materials will apply for this subject.

Fees will be confirmed in Term 3.

What type of things will I do?

- Painting
- Printmaking
- Gallery excursion
- Canvas making
- Art History
- Exhibitions
- Drawing
- Digital Art
- Analyse famous art

What can this lead to?

- University and TAFE courses
- Artist
- Architect
- Designer
- Apprentices in art and craft
- Art teaching

Why choose this study?

Choose this study if you are interested in learning about:

- Painting
- Drawing
- 3D Design
- Art industry
- Computer design

Possible Pathways at TLSC

| Year | Studies Offered |
|------|--|
| 10 | Studio Arts: Drawing and Painting Studio Arts: 3D |
| 11 | Studio Arts: Drawing and Painting |
| 12 | Studio Arts: Drawing and Painting |

Arts VCE Offerings

Studio Arts: Photography Units 1 - 4

What is it all about?

The focus of this study is to investigate sources of inspiration, which generate creative activity and exploration using photography as a medium.

What will I learn?

Unit 1: Studio inspirations and techniques

- Use a variety of photographic methods and materials to develop ideas
- Photographic folio

Unit 2: Studio exploration and concepts

- Develop design skills, to explore inspiration and produce photographs
- Photographic folio

Unit 3: Studio practices and processes

- Present a work brief
- Examine photographic processes

Unit 4: Studio practices and art industry contexts

- Produce a final folio of finished photographs
- Understanding contemporary photography

Costs

**A compulsory levy for materials will apply for this subject.*

Fees will be confirmed in Term 3.

Please Note: The current (2020) Year 11 students who wish to continue with Studio Arts Units 3 & 4 will be pursuing the Studio Arts course they enrolled in this year.



What type of things will I do?

- Photographic folio
- Experimental photography
- Photoshop
- Work in the darkroom
- Excursions
- Written reports
- Digital photography

What can this lead to?

- University and TAFE courses in art and design
- Photographer
- Film and video production
- Fashion industry
- Photographic journalism

Why choose this study?

Choose this study if you are interested in learning about:

- Photography
- Digital
- Fashion industry
- Journalism

Possible Pathways at TLSC

| Year | Studies Offered |
|------|--|
| 10 | Studio Arts: Photography Media Studio Arts: Drawing and Painting |
| 11 | Studio Arts: Photography Certificate III in Screen and Media |
| 12 | Studio Arts: Photography Certificate III in Screen and Media |



22307VIC - Certificate III in Acting (Screen) Units 1 - 4

What is it all about?

This course aims to develop students' knowledge of the variety of careers available in the industry as well as to develop their acting and technical competence. It provides the fundamental information for entry into the Film, TV and related industries.

Future Pathways

TAFE Certificate IV through to Diploma and Advanced Diploma in Acting, University Degree in Arts

- Technical Crew Member
- Lighting and Sound Technician
- Stage Manager
- Writer
- Make - Up Artist
- Actor
- Drama Teacher
- Director
- Producer
- Casting Consultant
- Agent

Contribution to VCE/VCAL

VCE: VCE students are eligible for up to four VCE VET units through block credit

ATAR: This study does not have scored assessment. It does however contribute to ATAR calculation by providing an increment based on 10% of best four studies.

VCAL: This program contributes to Industry Specific Skills Strand

Costs

*A compulsory levy for materials will apply for this subject.

Fees will be confirmed in Term 3.

NB: There are two compulsory excursions for Acting that incur additional costs within the program. For more information contact Ms Versace, VET Coordinator

Cluster Provider

Delivery by Taylors Lakes Secondary College.
Auspiced by RTO: Australian College of Dramatic Arts RTO NUMBER: 3139

Day and Time

This program will be delivered for
Units 1 & 2 Tuesday 1:30 pm – 4:30 pm
Units 3 & 4 Thursday 1:30 pm – 4:30 pm

Course Outline

| VCE VET Units 1 & 2 Competencies | Hours |
|--|-------|
| CUECOR02C Work with others | 15 |
| BSBWOR301 Organise personal work priorities and development | 30 |
| CUSOHS301A Follow occupational health and safety procedures | 10 |
| ICPDMT263 Access and use the internet | 20 |
| CUFIND201A Develop and apply creative arts industry knowledge | 20 |
| CUSMPF302A Prepare for performances | 35 |
| VU21837 Prepare and present self for auditions | 45 |
| VU21838 Develop script knowledge and performance skills | 45 |
| VU21839 Develop acting techniques | 35 |
| VCE VET Units 3 & 4 Competencies | Hours |
| BSBDIV301 Work effectively with diversity | 30 |
| CUFIND401A Provide services on a freelance basis | 30 |
| FNSCUS401 Participate in negotiations | 20 |
| VU21843 Write the script | 50 |
| VU21840 Expand skills for auditions | 50 |
| VU21841 Expand script knowledge and performance skills | 50 |
| VU21842 Extend acting techniques | 50 |
| Electives to be chosen by students are from the following list: Develop techniques for presenting information to camera, Direct performers, Audition and select performers, Develop screen & media specialist expertise, Design and apply make-up. | |

CUA20113 Certificate II in Dance Units 1 - 4

What is it all about?

The VCE VET Dance program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. The VCE VET Dance is a pre-vocational course, that prepares students to audition for further (tertiary) training as a dancer, dance teacher or choreographer. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in related industries.

Future Pathways

A number of pathways exist for further training at Certificate III through to Advanced Diploma qualifications in the form of state registered, privately owned certificate courses. In addition, a number of degree courses are available at universities throughout Australia.

- Professional dancer
- Choreographer
- Artistic director
- Rehearsal director
- Dance notator
- Dance critic
- Dance therapist
- Dance teacher/instructor
- Community dance worker

Recommendations

An active interest in dance is required. Prior dance experience is very beneficial. Unit 1 and Unit 2 recommended for Unit 3 and Unit 4

*Interview required to progress to Units 3&4

Contribution to VCE/VCAL

VCE: VCE students are eligible for up to four VCE VET units

ATAR: Scored Assessment (performance) contributes to ATAR calculation

VCAL: This program contributes to Industry Specific Skills Strand

Costs

*A compulsory levy for materials will apply for this subject.

Fees will be confirmed in Term 3.

Cluster Provider

Delivery by Taylors Lakes Secondary College
auspiced by Ausdance. RTO: 20949

Day and Time

This program will be delivered for
Units 1 and 2 Tuesday 1:30 pm – 5:00 pm
Units 3 and 4 Thursday 1:30 pm – 5:00 pm

Course Outline

| VCE VET Units 1 & 2 Competencies | Hours |
|---|-------|
| BSBWOR203 Work effectively with others | 15 |
| CUADAN201 Develop basic dance techniques | 20 |
| CUAWHS101 Follow basic safe dance practices | 60 |
| CUAWHS201 Develop a basic level of physical condition for dance performance | 40 |
| CUADAN203 Perform basic jazz dance technique | 45 |
| CUADAN205 Perform basic contemporary dance technique | 45 |
| VCE VET Units 3 & 4 Competencies | Hours |
| CUADAN202 Incorporate artistic expression into basic dance performances | 45 |
| CUAIND201 Develop and apply creative arts industry knowledge | 20 |
| CUAPRF201 Prepare for performances | 35 |
| CUAPRF304 Develop audition techniques | 25 |
| CUADAN305 Increase depth of jazz dance technique | 50 |
| CUADAN308 Increase depth of contemporary dance technique | 45 |

Arts VCE Offerings



VET

CUA31015 Certificate III in Screen and Media Units 1 - 4

What is it all about?

The VCE VET Certificate III Screen and Media program (Creative and Digital Media) is drawn from a national training package and offers portable qualifications which are recognized throughout Australia. This course aims to ensure students learn how to use the visual components of using the Adobe Creative Suite not just for this subject but for other creative studies. The Certificate III Screen and Media program (Creative and Digital Media), delivered over 2 years, aims to improve student outcomes and support careers in Screen and Media.

Future Pathways

CUA31015 Certificate III in Screen and Media: provides students with a pathway to a variety of creative industries. Units 3 and 4 offers scored assessment and incorporates units such as 2D digital animations, video elements, web design Digital Designs in Photoshop, Illustrator, InDesign. TAFE Certificate IV, Diploma, Advanced Diploma, University: Bachelor Degree levels in Interactive Media, 2D Animation and Digital Design.

Potential Careers:

2D Artist
Animator
Character Animation
Concept Artist
Content Creator
Creative and Art Director
Creative Designer
Game Designer

Illustrator
Motion Graphics Designer
Producer
Storyboard Artist
Visual Artist
Sound Editor
Programmer

Subject elements include: 2D Animation with audio sound effects, digital photography and digital Illustration, Typography, creative drawing techniques using Wacom tablets, web layout and functionality embedding interactive elements.

Contribution to VCE/VCAL

VCE: VCE students are eligible for up to four VCE VET units

ATAR: Scored Assessment contributes to ATAR calculation

VCAL: This program contributes to Industry Specific Skills Strand

Costs

Costs *A compulsory levy for materials subject. Fees will be confirmed in Term 3.

Cluster Provider

Delivery by Taylors Lakes Secondary College
auspiced by Inner Melbourne VET Cluster (IMVC).
RTO 21732

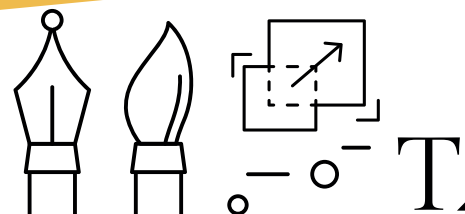
Day and Time

This program will be delivered for
Units 1 & 2 Tuesday 1:30 pm – 5:00 pm
Units 3 & 4 Thursday 1:30 pm – 5:00 pm

Course Outline

| VCE VET Units 1 & 2 Competencies | Hours |
|---|-------|
| ICTWEB303 Apply critical thinking techniques | 30 |
| BSBCRT301 Develop and extend critical and creative thinking skills | 40 |
| BSBWHS201 Contribute to health and safety of self and others | 20 |
| CUADIG201 Maintain interactive content | 30 |
| CUAIND301 Work effectively in the creative arts industry | 50 |
| ICTWEB303 Produce digital images for the web | 30 |
| VCE VET Units 3 & 4 Competencies | Hours |
| BSBDES302 Explore and apply the creative design process to 2D forms | 50 |
| CUAANM301 Create 2D digital animations | 35 |
| CUADIG302 Author interactive sequences | 40 |
| CUADIG304 Create visual design components | 30 |
| CUAWRT301 Write content for a range of media | 40 |

Arts VCE Offerings



Visual Communication Design Units 1 - 4

What is it all about?

Visual Communication allows students to explore various techniques in freehand drawing, instrumental drawing, manual/ or electronic drawing systems and the analysis of examples of visual communication.

Students will be able to develop and apply their knowledge to create funky new designs for various products, having the control to create and actually make 3D models for their design process. It gives students the chance to use imagination, creativity and put an individual touch on their work, as well as critical thinking and problem solving skills that suit different situations or companies and individual clients.

What will I learn?

Unit 1: Introduction to visual communication & design

- Use variety of media, methods and materials
- Explore how visual communication has influenced past and contemporary practices

Unit 2: Applications of visual communication within design fields

- Create orthogonal and paraline drawings using Australian National Standards
- Select and manipulate typography and images both manually and digitally
- Use design process to meet a design brief

Unit 3: Visual communication design practices

- Explore visual communications in the communication, environmental and industrial design fields
- Explore how the design is applied in industry
- Prepare a brief, undertake research and generate relevant ideas

Unit 4: Visual communication design development, evaluation and presentation.

- Use a variety of design concepts relevant to a brief
- Develop a folio for university/TAFE interviews
- Devise a 'pitch' and explain it to an audience

What type of things will I do?

- Design process folios
- Tests
- Adobe software package
- Visual communications analysis
- Written reports
- Architectural drawing
- Instrumental drawing
- Design elements and principles

What can this lead to?

- University and TAFE courses in Graphic Design, Visual Communication, Architecture, Interior or Design, Visual Arts, Multimedia Design, Web Design, Window Design, Industrial and Product Designing
- Apprenticeships in drafting
- Careers within the design and arts industries

Why choose this study?

Choose this study if you are interested in learning about:

- Computer design and /or graphic design
- Architecture
- Product design
- Instrumental drawing and / or illustration

Costs

**A compulsory levy for materials will apply for this subject.*

Fees will be confirmed in Term 3.

Possible Pathways at TLSC

| Year | Studies Offered |
|------|--|
| 10 | Visual Communication and Design, Certificate III in Screen and Media |
| 11 | Visual Communication and Design, Certificate III in Screen and Media |
| 12 | Visual Communication and Design, Certificate III in Screen and Media |

English VCE Offerings

English / English as an Additional Language (EAL) Units 1 - 4

What is it all about?

The focus of English is the reading of texts (novels, plays and films) with understanding, enjoyment and a critical perspective. You will also create your own written, oral texts. You will learn to analyse persuasive writing in the media, to present your own point of view persuasively and to listen actively to the views of others. EAL students will complete similar activities, but study fewer texts, as well as undertake a listening comprehension component.

What will I learn?

Unit 1: English/EAL

- You will respond in analytical and creative styles to texts
- You will present a 'Point of View' (POV) on an issue currently debated in the media
- You will understand key aspects of a text and how to write a response
- You will explore how themes or ideas are presented in print or film (e.g. in novels, plays, drama, film, websites)
- You will analyse how language is used to present a point of view. You will read or view persuasive pieces such as editorials, magazine advertisements, letters, speeches or websites and identify how persuasive techniques are used and their effect on the reader or viewer
- You will comprehend a spoken text (EAL only)

Unit 2: English/EAL

- You will analyse and compare texts
- You will develop an understanding of character, ideas and themes in a text and how to construct a response in a written or oral form
- You will explore how themes or ideas are presented in a range of texts as in Unit 1
- You will create your own written and/or spoken texts
- You will identify and discuss, either in writing or orally, how language can be used to persuade readers and/or viewers as in Unit 1

Unit 3: English/EAL

- You will comprehend a spoken text (EAL only)
- You will develop a critical response to texts
- You will learn how to analyse persuasive techniques in the Australian media
- You will learn how to write your own point of view on an issue and present your ideas to an audience

Unit 4: English/EAL

- You will present a 'Point of View' (POV)
- You will develop a critical response to texts drawing comparisons
- You will write for different purposes and audiences, in a variety of forms

What type of things will I do?

- Read, watch and study a play
- Watch and study a film
- Write journal entries, reviews, essays, stories, diagrams, creative responses, poetry
- Oral presentations
- Analyse persuasive texts

What can this lead to?

If you enjoy English you might consider a career in a related occupation such as; journalist, teacher, screenwriter, editor, publisher, author or studying for an Arts degree.

EAL eligibility status

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

1. (a) the student has been a resident in Australia or New Zealand or other predominantly English-speaking country for no more than seven years or
(b) the student is an Aboriginal or Torres Strait Islander student whose first language is not English.

AND

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.
Alternatively there may be special circumstances to be considered by the school and VCAA.

If you consider that you may be eligible, then you must initially speak to the EAL Coordinator, Ms Gioskos prior to enrolment.

Possible Pathways at TLSC

| Year | Studies Offered |
|------|--|
| 10 | English/EAL, Literature: Beyond the text |
| 11 | English/EAL, Literature |
| 12 | English/EAL, Literature |

English Offerings

Literature Units 1 - 4

What is it all about?

Literature is about a love of books, of reading, writing and discussing your ideas. We study a range of texts including poetry, plays, prose and film. Literature looks at texts from different periods of time, and asks you to respond in a range of modes to the ideas of those times.

It gives you the tools to analyse and appreciate a wide range of literature, and introduces you to work that you may never otherwise have a chance to explore. If you already enjoy English, and you like reading and discussing your ideas, then Literature is for you.

What will I learn?

Unit 1: This unit focuses on the ways literary texts represent human experiences and the reading practices students develop to broaden their understanding of a text.

To do this you will:

- Read and analyse a collection of short stories and write a creative response
- Read and analyse a collection of poetry and respond critically

Note that all students choosing Units 1 and Units 2 Literature must also choose Units 1 and Units 2 English. However, when selecting Units 3 and Units 4, students can elect to complete either just Literature or English as their mandated English study or select both Literature and English

Unit 2: The unit focuses on studying different texts from past and present eras. Students will analyse the similarities and differences across texts and establish connections between them.

To do this you will:

- Read and analyse a selected play
- View a film and respond to a parallel text whilst exploring connections between these

Unit 3: This unit focuses on how writers construct their texts and how meaning is affected when texts are adapted and transformed.

To do this you will:

- Analyse how meaning changes when the form of a text changes
- Respond creatively to a text

Unit 4: This unit focuses on students developing critical and analytic responses to texts.

To do this you will:

- Investigate literary criticism in relation to a chosen text
- Complete close analysis of texts

What type of things will I do?

- Read and respond to a variety of texts, including poetry, plays, film, short stories and novels
- Express opinions about contemporary and historical issues in the context of the texts presented
- Discuss the texts and their ideas and concerns
- Interpret and evaluate the views and values of a variety of texts
- Utilise and develop your IT skills to respond to a variety of literature in creative ways
- Write in a variety of modes, such as analytical responses and creative presentations

What can this lead to?

- Journalism
- Professional writing
- Publishing
- Public relations
- Teaching
- Scriptwriting

Why choose this study?

Choose this study if you are interested in learning about:

- Journalism
- Professional writing
- Publishing
- Public relations
- Teaching
- Scriptwriting

Possible Pathways at TLSC

| Year | Studies Offered |
|------|--|
| 10 | English/EAL, Literature: Beyond the text |
| 11 | Literature, English |
| 12 | Literature, English |

Health and Physical Education VCE Offerings

Health and Human Development Units 1 - 4

What is it all about?

This study enables students to understand the complex nature of health and wellbeing, and human development incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors. Students will develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing. Students will develop an awareness of health on a global and National scale and factors that influence the health of those living overseas and in Australia.

What will I learn?

Unit 1: Understanding health and wellbeing

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

Unit 2: Managing health and wellbeing

- Developmental transitions across the lifespan
- Health care in Australia

Unit 3: Australia's health in a Globalised world

- Understanding the health and wellbeing of Australians
- Promoting health and wellbeing in Australia

Unit 4: Health and Human development in a Global context

- Similarities and differences of health experienced by those in developing and developed countries
- Health and sustainable development goals
- The role of international aid programs

What type of things will I do?

- Internet research
- Data analysis
- Multimedia presentations
- Case study analysis
- Written responses

What can this lead to?

- University and TAFE courses in: Health Science and Nutrition, Child Care, Nursing, Teaching, Occupational Therapy, Human Movement
- Career in the health and fitness industry
- Career in youth/welfare and social service industry

Why chose this study?

Choose this study if you are interested in learning about:

- Health
- Nutrition
- Human growth & development
- Health care
- Global health

Possible Pathways at TLSC

| Year | Studies Offered |
|------|------------------------------|
| 10 | Health Education |
| 11 | Health and Human Development |
| 12 | Health and Human Development |



Health and Physical Education VCE Offerings

Outdoor and Environmental Education Units 1 - 4

What is it all about?

This study investigates the ways humans interact with and relate to outdoor environments. Both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments.

Human relationships with the outdoor environment, different understandings of nature and motivations for interacting with natural environments are considered. The study also focuses on human impacts on natural environments and nature's impact on humans, with a particular focus on outdoor recreation.

What will I learn?

Unit 1 : Exploring outdoor experiences

- Motivations for participation in and personal responses to outdoor environments
- Planning outdoor experiences and evaluation of factors that influence these

Unit 2: Discovering outdoor environments

- Investigation of environments and their characteristics, including an analysis of different understandings of these environments
- Impacts on outdoor Environments

Unit 3: Historical Relationships with outdoor environments

- Historical relationships with outdoor environments
- Relationships with outdoor environments since 1990

Unit 4: Sustainable outdoor environments

- Healthy outdoor environments, including the current state of environments in Australia
- Conflicts of interest over the use of outdoor environments and practices and strategies for sustaining these

What type of things will I do?

- Oral presentations
- Outdoor experiences
- Presentations
- Data analysis
- Written reports
- Short essays
- Camps
- Tests



This subject is also highly recommended for Year 10 students wishing to undertake a VCE Acceleration subject

What can this lead to?

- University and TAFE courses in: Sport and Recreation, Teaching
- Traineeship in sport and recreation
- Careers in recreation, park ranger, Landcare

Why choose this study?

Choose this study if you are interested in learning about:

- Recreation activities
- Natural environments
- Conservation of environments
- Outdoor life skills

Possible Pathways at TLSC

| Year | Studies Offered |
|------|-----------------------------------|
| 10 | Environmental Recreation |
| 11 | Outdoor & Environmental Education |
| 12 | Outdoor & Environmental Education |

*Compulsory Excursion Charges apply for this subject. In 2020 this was \$540.00 for Year 11 and \$590.00 for Year 12 participating students. You will be notified of the new charge for 2021 via the booklist and on Compass fees list.



Physical Education Units 1 - 4

What is it all about?

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity.

It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity.

What will I learn?

Unit 1: The human body in motion

- How the musculoskeletal and cardiorespiratory systems work together to produce movement
- How your body adapts and adjusts to the demands of the activity
- Evaluate the social, cultural and environmental influences on movement
- The implications of the use of legal and illegal practices to improve the performance

Unit 2: Physical activity, sport and society

- This unit develops students' understanding of physical activity, sport and society from a participatory perspective
- The importance of Physically active lifestyles
- Apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level

Unit 3: Movement skills and energy for physical activity

- Biomechanical principles used to analyse human movement skills
- Energy production from a physiological perspective
- Fatigue and recovery

Unit 4: Training to improve performance

- Analyse movement skills from a physiological, psychological and sociocultural perspective,
- Training principles
- Design and evaluate training programs

What type of things will I do?

- Laboratory reports
- Case studies
- Internet research
- Data analysis
- Game analysis
- Body structures
- Weight training
- Training programs
- Tactical situations

What can this lead to?

- Physical education teacher
- Fitness instructor
- Sport psychologist
- Sport journalist
- Sports coach
- Sports administrator
- Physiotherapist
- Fitness centre manager

Why choose this study?

Choose this study if you are interested in learning about:

- The science behind exercise and human movement
- Human body
- Sports coaching
- Sports psychology

Possible Pathways at TLSC

| Year | Studies Offered |
|------|--|
| 10 | PE-Human Movement PE-Soccer PE-Training To Improve Performance |
| 11 | Physical Education Health and Human Development Outdoor and Environmental Education VET Health Services Assistance VET Sport & Recreation VET Sport & Recreation - Soccer |
| 12 | Physical Education Health and Human Development Outdoor and Environmental Education VET Health Services Assistance VET Sport & Recreation VET Sport & Recreation - Soccer |

Health and Physical Education VCE Offerings

HLT33115 - Certificate III in Health Services Assistance Units 1 - 4

What is it all about?

The VCE VET Health program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the skills and knowledge required to pursue further training or work in an entry-level role within a range of health related areas.

HLT33115 Certificate III in Health Services

Assistance provides students with the knowledge and skills that will enhance their employment prospects in the Health industry. These qualifications cover workers who provide assistance to allied health professionals and other health professionals with the care of clients.

Students with a strong interest in the health services industry and who is considering a future pathway in this industry may want to participate in and complete the qualification for the course.

- An in depth look at the Australian health care system
- Interpreting and applying medical terminology
- Healthy body systems
- Assisting with movement
- Responding to behaviours of concern
- Infection prevention and control
- Communicating with clients
- Maintaining a high service of care

Future Pathways

This course provides an opportunity for students to gain a Nationally Recognised Qualification that may assist them in the future to work as Nurses, Ward assistants, Theatre Technicians, Direct care assistants. Future careers may lead further into the medical field with ongoing professional training.

Day and Time

This program will be delivered for
Units 1 & 2 Tuesday 1.30 pm – 5.00 pm
Units 3 & 4 Thursday 1.30 pm – 5.00 pm

Contribution to VCE/VCAL

VCE: VCE students are eligible for up to four VCE VET units

ATAR: Scored Assessment contributes to ATAR calculation

VCAL: This program contributes to Industry Specific Skills Strand

Costs

*A compulsory levy for materials will apply for this subject. Fees will be confirmed in Term 3.

Cluster Provider

Delivery by Taylors Lakes Secondary College
auspiced by IVET Institute. RTO 40548

Course Outline

| VCE VET Units 1 & 2 Competencies | Hours |
|--|-------|
| CHCCOM005 Communicate and work in health or community services | 30 |
| HLTINF001 Comply with infection prevention and control policies and procedures | 25 |
| HLTWHS001 Participate in workplace health and safety | 20 |
| BSBWOR301 Organise personal work priorities and development | 30 |
| CHCCCS002 Assist with movement | 25 |
| CHCCCS010 Maintain a high standard of service | 30 |
| CHCCCS020 Respond effectively to behaviours of concern | 20 |
| CHCDIV001 Work with diverse people | 40 |
| SITXCOM002 Show social and cultural sensitivity | 20 |
| CHCCOM001 Provide first point of contact | 35 |
| HLTAID003 Provide first aid | 18 |
| VCE VET Units 3 & 4 Competencies | Hours |
| HLTAAP001 Recognise healthy body systems | 70 |
| BSBMED301 Interpret & apply medical terminology appropriately | 60 |
| CHCCCS009 Facilitate responsible behaviour | 40 |
| CHCPRP005 Engage with health professionals & the health system | 40 |

Health and Physical Education VCE Offerings

SIS30115 - Certificate III in Sport & Recreation Units 1 - 4

What is it all about?

The program aims to provide the skills and knowledge required to assist the conduct of sport and recreation activities in the community. This program has a coaching specialization. Content is aimed at students who have a keen interest in sports other than Soccer. This program is to be completed over two years.

Future Pathways

Certificate III in Sport & Recreation provides a pathway for students who wish to pursue a range of occupations in the sport & rec industry, including: Admin in a recreation setting, Coaching, Fitness Instruction & Personal training (must complete Cert. III Fitness then Cert IV Personal Training)

Why choose this study?

Choose this study if you are interested in learning about:

- The science behind exercise and human movement
- Human body
- Sports coaching
- Sports psychology

Day and Time

In 2021 this program will be delivered
Units 1 & 2 Tuesday 1:30 pm – 5:00 pm
Units 3 & 4 Thursday 1:30 pm – 5:00 pm

Costs

*A compulsory levy for materials will apply for this subject. Fees will be confirmed in Term 3.

Contribution to VCE/VCAL

VCE: VCE students are eligible for up to 4 VCE VET units.

ATAR: Scored Assessment contributes to ATAR.

VCAL: This program contributes to Industry Specific Skills Strand.

Cluster Provider

Delivery by Taylors Lakes Secondary College
auspiced by IVET Institute. RTO 40548

Course Outline

| Units 1 & 2 Units of Competency - CORE | Nominal Hours |
|--|---------------|
| BSBWOR301 Organise personal work priorities and development | 30 |
| HLTAID003 Provide first aid | 18 |
| HLTWHS001 Participate in workplace health and safety | 20 |
| ICTWEB201 Use social media tools for collaboration | 20 |
| SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions | 20 |
| SISXCCS001 Provide quality service | 25 |
| SISXEMR001 Respond to emergency situations | 18 |
| SISXIND006 Conduct sport, fitness or recreation events | 55 |
| SISSPAR009 Participate in conditioning for sport | 30 |
| SISSPAR004 Book athlete travel and accommodation | 20 |
| Units 3 & 4 Units of Competency - CORE | Nominal Hours |
| BSBWHS303 Participate in WHS hazard identification, risk assessment & risk control | 50 |
| SISSSCO001 Conduct sport coaching sessions with foundation level participants | 50 |
| SISXCAI004 Plan and conduct programs | 35 |
| SISXCAI006 Facilitate groups | 25 |
| SISXRES002 Educate user groups | 25 |



Health and Physical Education VCE Offerings

SIS30115 - Certificate III in Sport & Recreation - Soccer Units 1 - 4

What is it all about?

The program aims to provide the skills and knowledge required to assist the conduct of sport and recreation activities in the community. This program has a coaching specialization. Content related to this program is based heavily around the sport of Soccer. This program is to be completed over two years.

Future Pathways

Certificate IV to Diploma & Advanced Diploma of Sport & Recreation at TAFE and to Degree level courses at university.

Aerobic Instructor, Fitness Instructor, Physical Education Teacher, Management Administrator, Sports Coach, Recreation Officer, Sportsperson, Leisure & Cultural Services, Outdoor Recreation Activity Leader, Dietician, Sports, Nutritionist, Physiotherapist, Referee, Broadcasting and Sports Journalism.

Contribution to VCE/VCAL

VCE: VCE students are eligible for up to 4 VCE VET units.

ATAR: Scored Assessment contributes to ATAR.

VCAL: This program contributes to Industry Specific Skills Strand.

Refer to the Soccer Academy pathways flow chart for Years 9 to Years 12

Day and Time

This program will be delivered for
Units 1 & 2 Tuesday 1:30 pm - 5:00 pm
Units 3 & 4 Thursday 1:30 pm - 5:00 pm

Costs

*A compulsory levy for materials will apply for this subject.

Fees will be confirmed in Term 3

VCE and VCAL students wishing to participate in the College Interstate Soccer Team will be expected to attend additional weekly soccer training sessions to be held at TLSC to further develop their soccer abilities.



Taylors Lakes
SECONDARY COLLEGE
Soccer Academy

Course Outline

| Units 1 & 2 Units of Competency - CORE | Nominal Hours |
|--|---------------|
| BSBWOR301 Organise personal work priorities and development | 30 |
| HLTAID003 Provide first aid | 18 |
| HLTWHS001 Participate in workplace health and safety | 20 |
| ICTWEB201 Use social media tools for collaboration | 20 |
| SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions | 20 |
| SISXCCS001 Provide quality service | 25 |
| SISXEMR001 Respond to emergency situations | 18 |
| SISXIND006 Conduct sport, fitness or recreation events | 55 |
| SISSPAR009 Participate in conditioning for sport | 30 |
| SISSPAR004 Book athlete travel and accommodation | 20 |
| Units 3 & 4 Units of Competency CORE | Nominal Hours |
| BSBWHS303 Participate in WHS hazard identification, risk assessment & risk control | 50 |
| SISSSCO001 Conduct sport coaching sessions with foundation level participants | 50 |
| SISXCAI004 Plan and conduct programs | 35 |
| SISXCAI006 Facilitate groups | 25 |
| SISXRES002 Educate user groups | 25 |

Plus First Aid and Coaching Certificates

Humanities VCE Offerings

Accounting Units 1 - 4

What is it all about?

Accounting involves modelling, forecasting and providing advice to businesses through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. Accounting plays an integral role in the successful operation and management of businesses.

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a small business. Students collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

What will I learn?

Unit 1: Role of accounting in business

- The role of accounting in determining business success or failure
- Evaluating the suitability of a business as an investment

Unit 2: Accounting and decision-making for a trading business

- The accounting process for businesses, with a focus on inventory, accounts receivable, accounts payable and non-current assets
- Using relevant financial information to predict, budget and compare

Unit 3: Financial accounting for a trading business

- Financial accounting for a trading business
- The role of accounting as an information system

Unit 4: Recording, reporting, budgeting and decision-making

- Accounting for a trading business owned by a sole proprietor and the role of accounting as an information system
- Recording financial data and preparing reports

What type of things will I do?

- Budgeting
- Setting up a business
- Providing advice
- Calculating profits
- Selling & revenue earning
- Managing stock
- Managing cash
- Investing (including shares)
- Recording of financial transactions
- Producing financial reports

What can this lead to?

- University and TAFE courses in: accounting, international trade, business and banking
- Traineeships in: retail, financial services and business administration

Why choose this study?

Choose this study if you are interested in learning about:

- Money
- Investing
- Running a business
- Profit
- Financial advice

Possible Pathways at TLSC

| Year | Studies Offered |
|------|------------------|
| 10 | Money Management |
| 11 | Accounting |
| 12 | Accounting |

Australian and Global Politics Units 1 - 4

Previously known as International Studies

What is it all about?

Politics is the study of the political, social, cultural and economic forces that shape interactions between states and other global actors in the contemporary world. It examines the interconnectedness of the contemporary global political arena and the impact of globalisation on culture, sovereignty, human rights and the environment. Students examine the nature and power of key global actors and the types of power used by an Asia-Pacific state to achieve its national interests.

What will I learn?

Australian & Global Politics

Unit 1: Ideas, actors and power

- Key ideas relating political power.
- The nature of power in Australian democracy and in a non-democratic political system
- The nature and influence of key political actors in Australia

Australian & Global Politics

Unit 2: Global connections

- Political, social and economic impact of globalisation
- Cohesiveness of international communities and conflict
- The ability of the global community to manage areas of global cooperation and response

Global Politics

Unit 3: Global actors

- The power and influence of key global actors in the twenty-first century
- Types and forms of power in the Asia-Pacific state
- The importance different forms of power and foreign policies

Global Politics

Unit 4: Global challenges

- Key global challenges facing international community in the twenty-first century
- The benefits and instabilities of the increased inter-connectedness of a world economy
- Students explore the causes of global crises

What type of things will I do?

- Case study reports
- Oral presentations
- Research
- Create multimedia presentations
- Report writing
- Debates
- Role play
- Essays
- Evaluations and analysis
- Use ICT

What can this lead to?

- University and TAFE courses in: International Studies, International Relations and Business
- Traineeships in: retail, financial services and business administration

Why choose this study?

Choose this study if you are interested in learning about:

- People
- Power
- Global conflict
- Politics
- World Issues
- Globalisation
- International relations

Possible Pathways at TLSC

| Year | Studies Offered |
|------|--------------------------------|
| 10 | International Studies |
| 11 | Australian and Global Politics |
| 12 | Global Politics |

Humanities VCE Offerings

Business Management Units 1 - 4

What is it all about?

VCE Business Management examines the ways businesses manage resources to achieve objectives. Students will study different size firms, from the very small owner/manager type to the large corporation.

Students study the business creation process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business.

Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

What will I learn?

Unit 1: Planning a business

- Business ideas, innovation and invention
- The internal and external environments within which businesses operate, and the effect of these on planning a business

Unit 2: Establishing a business

- Legal requirements of establishing a business
- Marketing
- Business needs

Unit 3: Managing a business

- The key processes and issues concerned with managing a business efficiently and effectively
- Different types of businesses and their respective objectives
- Strategies to manage both staff and business operations to meet objectives

Unit 4: Transforming a business

- The importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future
- The importance of leadership

What type of things will I do?

- Direct contact with business
- Conduct on-line research of a large organization
- Research and investigation projects
- View and analyse business related DVDs
- Interview employers
- Examine real life case studies

What can this lead to?

- University and TAFE courses in a wide range of business fields
- Traineeships in retail, finance and administration
- Direct employment

Why choose this study?

Choose this study if you are interested in learning about:

- Business
- Finance
- Marketing
- Public relations
- Running your own business

Possible Pathways at TLSC

| Year | Studies Offered |
|------|--|
| 10 | Money Management |
| 11 | Business Management VET Certificate II Small Business |
| 12 | Business Management |





Economics Units 1 - 4

What is it all about?

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making.

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the effect that these decisions may have on material and non-material living standards.

Students will develop their understanding of what economic growth is, how and why we aim to increase our wealth and wellbeing, the role interest rates and the budget play, and problems that must be met such as unemployment, inflation, poverty, and environmental destruction.

What will I learn?

Unit 1: The behaviour of consumers and businesses

- How businesses and the individual interact with the economy
- Economic models and theories
- The motivations and consequences of both consumer and business behaviour

Unit 2: Contemporary economic issues

- Economic growth and the standard of living
- Economic growth and its impact on the environment as well as the loss of key resources

Unit 3: Australia's economic prosperity

- Economic trends
- The role of the market in allocating resources
- The need for government intervention markets

Unit 4: Managing the economy

- Government interaction with the economy
- Policy instruments that influence goals and affect living standards

What type of things will I do?

- Debate issues affecting the economy, society and environment
- Understand information from a range of sources
- Use economic reasoning to solve problems

What can this lead to?

- University and TAFE courses: Economics, Commerce and Business

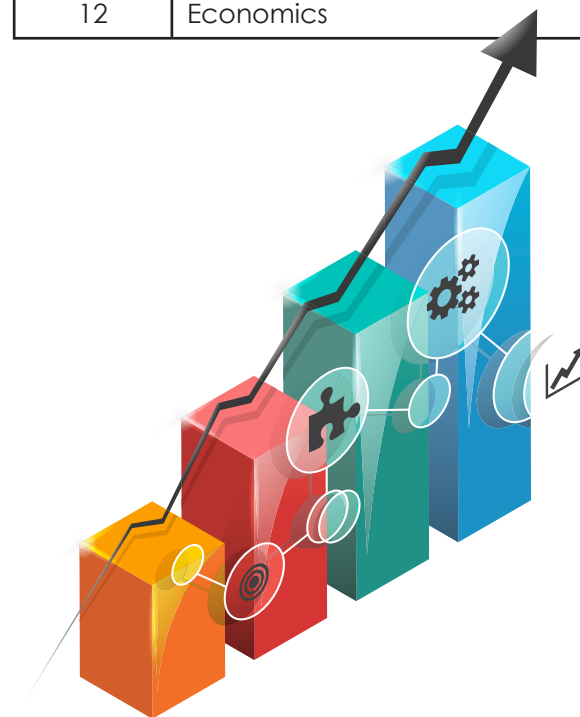
Why choose this study?

Choose this study if you are interested in learning about:

- Money
- Consumer Choice
- Advertising
- Interest rates
- International trade
- Unemployment

Possible Pathways at TLSC

| Year | Studies Offered |
|------|------------------|
| 10 | Money Management |
| 11 | Economics |
| 12 | Economics |



Humanities VCE Offerings

Geography Units 1 - 4

What is it all about?

Geography is the study of places, people, the environment and how they all interact. Geographers study our world in order to understand it and protect it. They focus on natural phenomena (such as natural disasters and the outbreak of diseases such as HIV and Ebola). Geographers also focus on the impacts people have had on the Earth (such as deforestation, the killing of animals and the construction of towns and cities).

Through excursions and field work students will have the opportunity to witness these factors first-hand and learn about them through the conducting of their own investigations.

What will I learn?

Unit 1: Hazards and disasters

- Geological hazards including volcanic activity, erosion, earthquakes, tsunamis, landslides and avalanches
- Hydro-meteorological hazards including droughts, floods, storms, cyclones, storm surges and bushfires
- Biological hazards (including infectious diseases such as HIV, AIDS and Ebola)

Unit 2: Tourism

- Students investigate the characteristics of tourism and its impacts on people, places and environments

Unit 3: Changing the land

- Change to land cover and changes to land use

Unit 4: Human population - trends and issues

- Students investigate the geography of human populations

What type of things will I do?

- Overnight fieldtrips
- Day fieldtrips
- Collect data outside of the school environment
- Role plays
- Use ICT
- Interpretation of visual resources
- Multimedia presentations
- Mapping skills
- Oral presentations

What can this lead to?

- Cartographer
- Ranger
- Town planner
- Environmental consultant
- Tourism industry
- Meteorologist

Why choose this study?

Choose this study if you are interested in learning about:

- Earth
- Environment
- Maps
- People
- The world

Possible Pathways at TLSC

| Year | Studies Offered |
|------|-----------------|
| 10 | Geography |
| 11 | Geography |
| 12 | Geography |



History (Twentieth Century History Units 1 - 2) and (History of Revolutions Units 3 - 4)

What is it all about?

History is the practice of understanding and making meaning of the past.

Students learn about their historical past, their shared history and the people, ideas and events that have created societies and cultures. Students will develop their understanding of historical events through a combination of written, oral and visual tasks.

Students are encouraged to make links between contemporary society and historical events.

What will I learn?

Unit 1: Twentieth Century History 1918 – 1940

- Explore political crises and conflicts that emerged in Germany after World War 1
- Identify how crises and conflicts impacted on social experience
- Explore how cultural expression influences political and social development

Unit 2: Twentieth Century History 1945 – 2000

- Understand the opposing ideologies of communism and capitalism that leads to conflict during the Cold War
- Explore significant movements of people, such as the wave of feminism and peace movements
- Understand the rise of terrorism after the Cold War period

Unit 3: History of Revolutions - France

French Revolution 1781 – 1795

- Students investigate the significant historical causes and consequences of the French Revolution.
- Understand the creation of a new society in France and the challenges facing the new regime.

Unit 4: History of Revolutions - Russia

Russian Revolution 1905 - 1917

- Students investigate the significant historical causes and consequences of the Russian Revolution.
- Understand the creation of a new society in Russia and the challenges facing the new regime.

What type of things will I do?

- Annotate maps
- Film reviews
- Research projects
- Written source document analysis
- Visual source document analysis
- Essays
- Short reports
- Multimedia presentations

What can this lead to?

Tertiary courses in:

- Arts
- Humanities
- History
- International Relations

Why choose this study?

Choose this study if you are interested in learning about:

- Historical events
- People and movements
- Politics and philosophy
- Power and resistance
- Society and change

Possible Pathways at TLSC

| Year | Studies Offered |
|------|------------------------------|
| 10 | History Ancient History |
| 11 | Twentieth Century History |
| 12 | Revolutions (France, Russia) |



Humanities VCE Offerings

Legal Studies Units 1 - 4

What is it all about?

VCE Legal Studies investigates the ways in which the law and the legal system serve individuals and the community.

Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the legal system and the implications of legal decisions on Australian society.

The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

What will I learn?

Unit 1: Guilt and liability

- Law and society
- Criminal law principles
- Crimes such as murder, manslaughter and assault
- Civil law principles
- Torts such as negligence and defamation

Unit 2: Sanctions, remedies and rights

- The criminal court room
- Criminal sanctions such as imprisonment
- The civil court room
- Civil remedies such as monetary compensation

Unit 3: Rights and justice

- Dispute resolution methods
- Court processes and procedures
- The rights of the accused when facing trial
- Role of courts in law making

Unit 4: The people and the law

- Parliament and the citizen
- Constitution and protection of rights
- Role of courts in law making

What type of things will I do?

- Case studies
- Presentations
- Debates
- Visit Magistrates, County and Supreme Courts
- Visit Parliament House
- Visit Barwon Prison

What can this lead to?

University and TAFE courses in:

- Law
- Criminology
- Legal Executive
- Court Officer,
- Conveyancing

Why choose this study?

Choose this study if you are interested in learning about:

- Crime
- Courts
- Disputes
- Law
- Parliament

Possible Pathways at TLSC

| Year | Studies Offered |
|------|----------------------|
| 10 | Crime and Punishment |
| 11 | Legal Studies |
| 12 | Legal Studies |



Sociology Units 1 - 4

What is it all about?

Sociology is the study of social behaviour, including that of individuals and groups, as well as social structures. It aims to bolster our understanding of social systems, social expectations, social class, social mobility, law, religion, medicine, education, sexuality, and deviance (the breaking of social norms). It provides valuable knowledge and skills for participation in everyday life through detailed observation of social patterns and group behaviour. It encourages students to become aware of and to think about daily life and activities, as well as wider social issues, from a sociological perspective. In VCE Sociology, students examine key theories regarding family, deviance, ethnicity, community and social movements

What will I learn?

Unit 1: Youth and Family

- The effects of different cultures, technologies and expectations on youth
- How families have changed over time and the reasons for these changes
- The role of family
- Stereotypes, prejudice and discrimination

Unit 2: Social Norms (Breaking the Code)

- Deviance and crime
- Positives of breaking rules and codes
- Negatives of breaking rules and codes
- Types of crime and their effect on society

Unit 3: Culture and Ethnicity

- Material and non-material culture
- Australian culture
- Race and ethnicity
- Multiculturalism

Unit 4: Community, Social Movements and Social Change

- Social Cohesion
- Community Influences
- Nature and purpose of movements and change
- Achieving change through protest and other actions.

What type of things will I do?

- Case study reports
- Oral presentations
- Research
- Create multimedia presentations
- Report writing
- Role play
- Participate in excursions

What can this lead to?

University and TAFE courses in:

- Social Services
- Community Work
- Corrections
- Public Relations
- Health Services
- Teaching

Why choose this study?

Choose this study if you are interested in learning about:

- Social expectations
- Law and human rights
- Culture and religion
- Education
- Sexuality
- Deviance/reasons for crime
- Protests

Possible Pathways at TLSC

| Year | Studies Offered |
|------|-----------------|
| 10 | Sociology |
| 11 | Sociology |
| 12 | Sociology |

22480VIC Certificate II in Small Business (Operations/Innovation) Units 1 - 4

What is it all about?

The VCE VET Small Business program is drawn from a national training package state accredited curriculum and offers a portable qualification which is recognised throughout Australia. This qualification provides students with exposure to key skills and knowledge required in small business workplaces. The program enables students to meet the current and future industry requirements to work effectively within small business contexts across a range of industry sectors. The VCE VET Small Business program does not offer scored assessment.

It is expected that students will complete the requirements of the course over two years. Students who receive a Units 3 and 4 sequence for VCE VET Small Business may be eligible for an increment towards their ATAR. Increments for unscored VCE VET programs are calculated using 10% of the fourth study score of the primary four. Graduates of this course will be able to meet the current and future industry requirements to work effectively within small business contexts across a range of industry sectors with the skills, knowledge and attributes to:

- support safe and sustainable small business operations
- support the daily financial management of small business operations
- demonstrate elementary professional skills and approaches to engage in small business contexts
- apply effective communication, creative thinking and problem solving techniques to underpin co-operative relationships between stakeholders within a small business context
- support the implementation and review of innovation and change within a small business context

Future Pathways

TAFE: This certificate articulates into Certificate III and IV in Business and the Diploma in Business

- Small business owner
- Management consultant
- Event manager
- Travel consultant
- Real estate agent/ manager
- Retail manager
- Retail buyer
- Exporter/ importer
- Tourism manager
- Market researcher
- Cashier

Cluster Provider

Delivery by Taylors Lakes Secondary College auspiced by the Australian Institute of Education and Training (AIET). RTO 45379.

Costs

*A compulsory levy for materials will apply for this subject. Fees will be confirmed in Term 3.

Contribution to VCE/VCAL

VCE: Students will be eligible for six units of credit towards their VCE: four units at Units 1 and 2 level and a Units 3 and 4 sequence.

ATAR: no scored assessment however 10% increment to ATAR calculation.

VCAL: This program contributes to Industry Specific Skills Strands

Day and Time

This program will be delivered for
Units 1 and 2 Tuesday 1:30 pm – 5:00 pm
Units 3 & 4 Thursday 1:30 pm – 5:00 pm

Course Outline

| VCE VET Units 1 & 2 | Nominal Hours |
|--|---------------|
| BSBWHS201 Contribute to health and safety of self and others | 20 |
| VU22520 Contribute to small business operations & innovation | 50 |
| VU22521 Develop elementary professional skills for small business environments | 50 |
| VU22522 Follow small business policies and procedures | 40 |
| VU22525 Assist with the presentation of public activities and events | 25 |
| VU22526 Follow procedures for routine financial activities of a small business | 20 |
| Elective: ICAWEB201 Use social media tools for collaboration and engagement | 20 |
| VCE VET Units 3&4 | Nominal Hours |
| VU22523 Undertake basic market research/prom for a small bus product/service | 60 |
| VU22524 Participate in small business quality processes | 25 |
| Elective: BSBINN201 Contribute to workplace innovation | 35 |
| Elective: FNSFLT301 Be MoneySmart | 40 |
| Elective: FNSFLT401 Be MoneySmart through a career in small business | 40 |

Languages VCE Offerings



LANGUAGES: Italian Units 1 - 4

What is it all about?

Throughout the four units of VCE Italian, students will complete work related to various topics such as social and contemporary issues, historical perspectives, relationships, health and leisure, lifestyles in Italy and abroad, the Arts and entertainment and many more. These topics will improve students' cultural understanding of Italy and enable relevant and meaningful language to be taught. The coursework is designed to focus on improving students' reading, writing, listening and speaking skills.

What will I learn?

Unit 1:

- Establish and maintain an informal, personal, spoken interaction in Italian on a topic.
- Interpreting information from two texts on the same topic presented in Italian and responding in writing in both Italian and English.
- Presenting information, concepts and ideas in writing in Italian on a selected topic for a specific audience and purpose.

Unit 2:

- Responding in writing in Italian to spoken, written or visual texts presented in Italian.
- Analysing and using information from written, spoken or visual texts to produce an extended written response in Italian.
- Explaining information, ideas and concepts orally in Italian to a specific audience about an aspect of culture within communities where Italian is spoken.

Unit 3:

- Participate in a spoken exchange in Italian to resolve a personal issue.
- Interpret information from texts and write responses in Italian.
- Express ideas in a personal, informative or imaginative piece of writing in Italian.

Unit 4:

- Share information, ideas and opinions in a spoken exchange in Italian.
- Analyse information from written, spoken and viewed texts for use in a written response in Italian.

- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Italian.

Some examples of topics studied include:

Daily routines, childhood memories, relationships with family and friends, education and future aspirations, Italian customs and traditions, past historical events like the Renaissance, Fascism. The influence of science and technology, the impact of globalisation on the national economy, changes in the roles of men and women, youth and the elderly. The migrant experience, post-war and contemporary Italian migration to Australia and the contribution of Italians in Australia.

What type of things will I do?

- Listen and respond to conversations, interviews, broadcasts and movies
- Reorganise spoken and written information
- Read and respond to extracts, advertisements, letters and emails, song lyrics
- Participate in role plays and interviews
- Produce a journal entry, personal account, article or travel brochure

What can this lead to?

Italian language skills can open doors to a wide range of employment opportunities in areas of nursing, aged care, fashion, government administration, education, business, tourism, international banking, translating, interpreting and journalism.

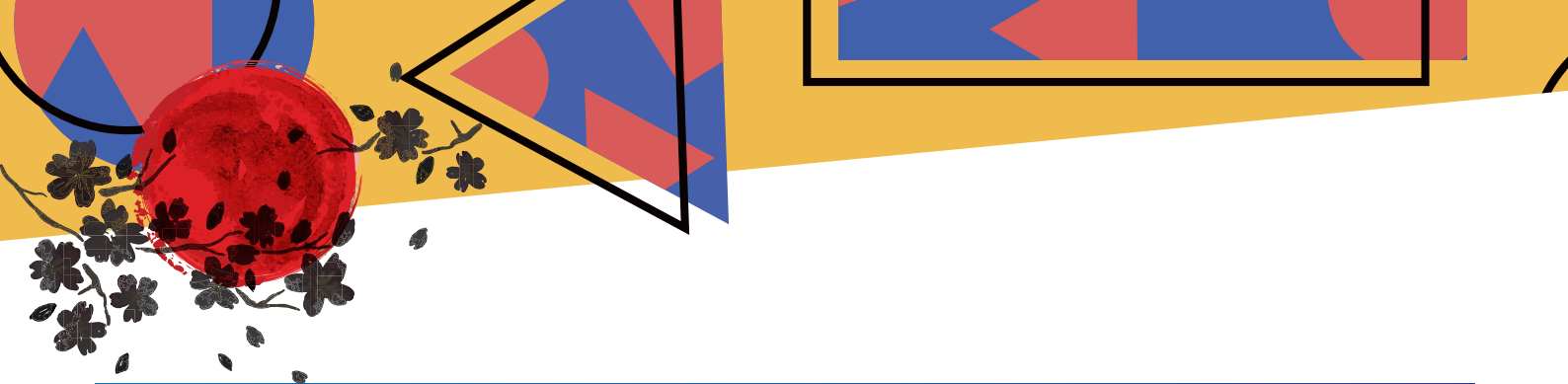
Why choose this study?

Choose this study if you are interested in learning about:

- Italian culture
- History
- People
- Europe
- Italian lifestyle

Possible Pathways at TLSC

| Year | Studies Offered |
|------|-----------------|
| 10 | Italian Studies |
| 11 | Italian |
| 12 | Italian |



LANGUAGES: Japanese (Second Language) Units 1 - 4

What is it all about?

By the conclusion of Unit 4, students will be able to communicate with confidence on topics relating to their daily life, relationships, future plans and aspirations, Australian culture, travel in Japan, Japanese traditional and modern culture, the Japanese education system, leisure in Japan, work in Japan and Japanese technology. These topics will enhance students' cultural understanding of Japan and also provide a firm foundation for work, study or travel in Japan.

What will I learn?

Unit 1:

- Exchange personal information with a Japanese host family talking about your life in Australia.
- Listen to, read, view, and obtain information from spoken and written text relating to school life and school rules in Japan.
- Produce a written presentation of a Japanese celebration and/or events using visual resources.

Unit 2:

- Research a traditional or pop cultural aspect of Japan and present in a form of oral presentation.
- Listen to, read, extract and use information and ideas from spoken and written texts on various topics in Japan.
- Write a formal or casual letter responding to a radio announcement about Japanese food culture.

Unit 3:

- Exchange information, opinions and experiences about sightseeing in Japan and coming up with resolution to an issue.
- Analyse and use information from spoken, written, and visual materials based on significant people in Japan.
- Express ideas through the production of original texts based on an imaginative or current global and contemporary issues.

Unit 4:

- Exchange information and responding to questions about a cultural product such as newest technology or practice through

informal or formal interview.

- Analyse and use information from spoken, written, and visual materials and respond to specific audience and purpose on current issues.
- Produce evaluative or persuasive writing on the use of social media in Japan and Australia.

What type of things will I do?

- Participate in a range of oral activities including role plays, interviews, debates, and speeches
- Reorganise spoken and written information
- Read and respond to extracts, advertisements, letters and emails
- Listen and respond to conversations and interviews
- Produce journal entries, personal accounts, emails, letters, speeches and reports
- Use a variety of ICT to produce digital products

What can this lead to?

Second language skills are highly valued by employers and the study of Japanese can give you a competitive advantage in the workplace, especially given that Japan is Australia's second largest trading partner. A knowledge of Japanese as a second language can open doors in government and policy, diplomacy, education, business, trade, commerce, international banking, corporate law, tourism and translating and interpreting.

Why choose this study?

Choose this study if you are interested in learning about:

- Modern Japan
- History
- Culture
- Languages
- Politics

Possible Pathways at TLSC

| Year | Studies Offered |
|------|----------------------------|
| 10 | Japanese Studies |
| 11 | Japanese (Second Language) |
| 12 | Japanese (Second Language) |

Mathematics VCE Offerings

Pathways in Mathematics

Should you study mathematics at VCE?

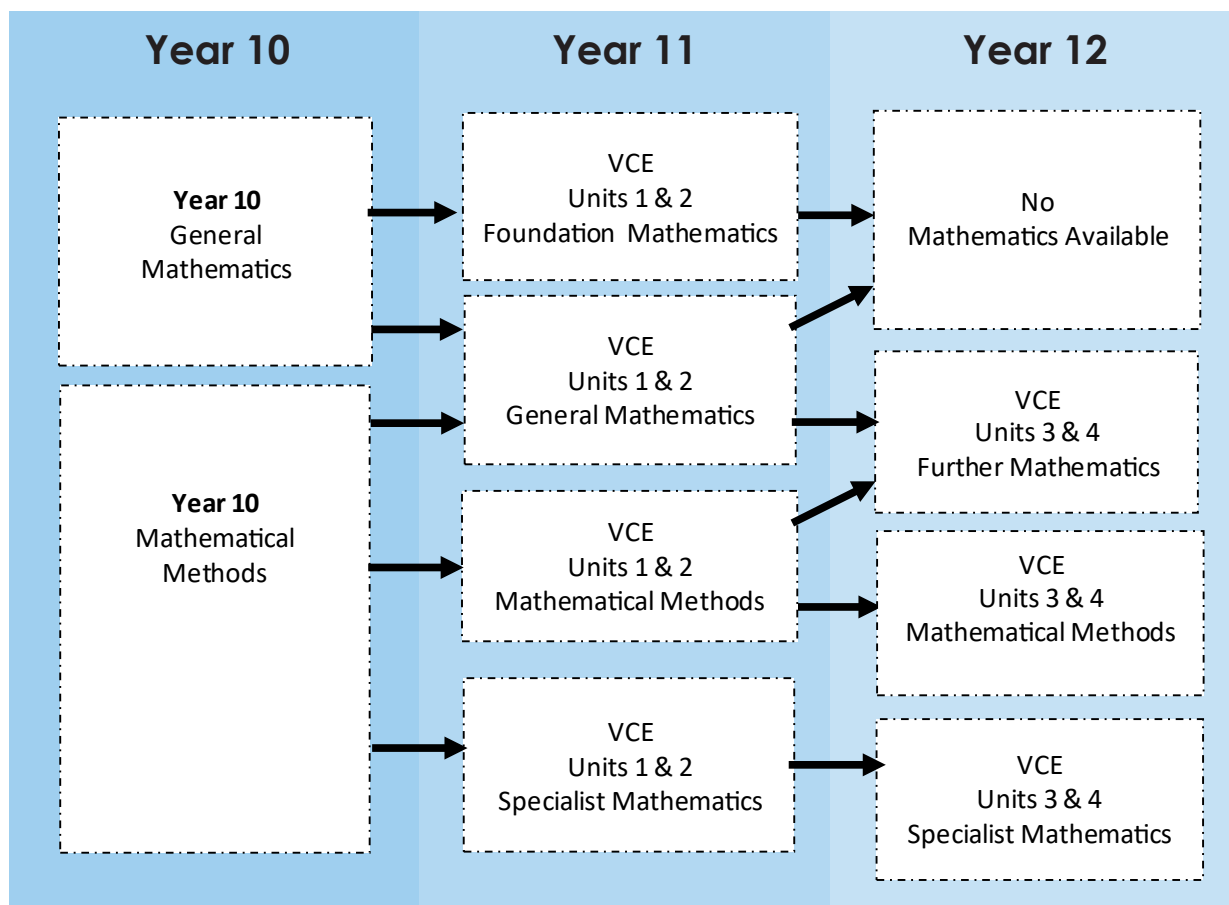
This is a decision that should be made by students and their parents. It should be based on a realistic view of the student's skills and aspirations. Current Mathematics teachers of Years 9-11 students will provide guidance to assist with planning. This guidance will be based on test results, Evidence of knowledge; skills developed in class; work ethics and assessment performances.

How many units of mathematics should you study?

This will usually be 2 to 8 units.

Which units of mathematics should you study?

It is highly recommended that students should choose a "Pathway" in VCE mathematics. Suggested Pathways are shown below.



Please Note:

- Students choosing to undertake Specialist Mathematics must also complete (or have completed) Mathematical Methods. Mathematical Methods is a pre-requisite for Specialist Mathematics
- Students are able to accelerate into VCE Unit 1 and Unit 2 General Maths and VCE Unit 1 and Unit 2 Mathematical Methods through the College's VCE acceleration application process
- Only two of Units 3 and 4 Mathematics Studies will contribute in the primary four during ATAR calculation. The third mathematics will contribute as an increment only
- Mathematic subject choices are dependent on the TLSC Mathematics recommendation process and your discussion with the Course Advisor. Variations of a Mathematics pathways may be completed with consultation
- Students are advised to check prerequisites for tertiary courses with their Tertiary Entry Requirements information or on the website www.vtac.edu.au. For example, if wanting to take on a career as a teacher, Maths is a pre-requisite. The above list of examples is not an exhaustive list
- Students may not wish to continue Maths beyond Year 10

Mathematics VCE Offerings

Foundation Mathematics Units 1 - 2

What is it all about?

Foundation Mathematics provides for the continuing mathematical development of students entering VCE or VCAL needing mathematical skills to support their other studies. Foundation Maths does not lead into any Unit 3 and Unit 4 maths studies. Students who take Foundation Maths will not study any further Mathematics in Year 12.

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. Students are encouraged to use appropriate technology in all areas of their study.

For satisfactory completion of Foundation Mathematics units, students will be assessed on class work, topic tests, analysis tasks and research projects. There will be approximately 3 tests and 2 projects each semester.

What will I learn?

Unit 1: Foundation Mathematics

- Patterns in Number: finance, number skills
- Handling Data

Unit 2: Foundation Mathematics

- Space and Shape
- Measurement and Design

What type of things will I do?

- Two dimensional plans
- Diagrams incorporating scales
- Practical problems involving ratios, decimals, fractions and percentages
- Formulas and their use
- Reading roads maps, time tables, flowcharts
- Calculating time
- Metric measurement problems
- Recording and analysing instrument readings
- Incomes, Taxes, interpreting financial information and making decisions, large purchases

What can this lead to?

- VCAL
- VET
- Apprenticeships

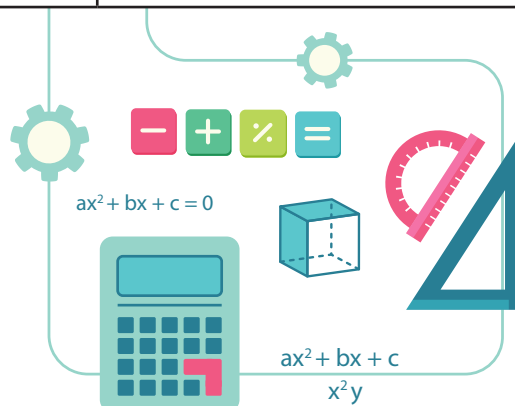
Why choose this study?

This study will provide students with skills to deal with basic mathematical requirements from real life and work situations.

Pick this subject if your career pathway requires a VCE level of Mathematics, you need units of Mathematics or you would like to strengthen your skills in Mathematics.

Possible Pathways at TLSC

| Year | Studies Offered |
|------|------------------------|
| 10 | General Mathematics |
| 11 | Foundation Mathematics |
| 12 | Not Applicable |



If a student wishes to pursue a Career pathway in teaching.

A Teaching course a prerequisite in General Mathematics or above level Mathematics.

Foundation Mathematics is not accepted as a study to satisfy a teaching profession.

It is essential that you always check the Course Prerequisites for your chosen post secondary course.

If you are considering a VCAL VET trade course in Electrical-technology or Engineering, it is important to consider General Mathematics.

General Mathematics Units 1 - 2

What is it all about?

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students.

It is also designed to promote students' awareness of the importance of mathematics in a technologically active society, and confidence in making effective use of mathematical ideas, techniques and processes.

This course is designed as a prerequisite for Further Mathematics Units 3 and 4.

A Computer Algebra System (CAS) calculator will be used by students to assist them in their learning and understanding.

Assessment for satisfactory completion of Units 1 and 2 is by tests, analysis tasks and student work during the year.

What will I learn?

Unit 1: General Mathematics

- Univariate Data
- Relations in Linear Equations
- Linear Graphs
- Bivariate Data

Unit 2: General Mathematics

- Number Patterns and Applications
- Financial Arithmetic
- Describe and use Networks
- Matrices and their Applications

What type of things will I do?

- Students' ability to make informed and logical decisions are aided by learning the following:
- Applications of sequences and financial arithmetic
- Formulate equations
- Plot and sketch linear graphs
- Display and summarise data
- Correlations and regression of data
- Minimisation of time and distance constraints in networks
- CAS technology

What can this lead to?

- VCE Further Mathematics 3 and 4
- VCAL
- VET
- Apprenticeships

Why choose this study?

Choose this option if you have experienced some success in mathematics and you would like to widen your tertiary education and future employment options.

Check with your careers counsellor if mathematics is required for your careers pathway.

Possible Pathways at TLSC

| Year | Studies Offered |
|------|---------------------|
| 10 | General Mathematics |
| 11 | General Mathematics |
| 12 | Further Mathematics |



Mathematics VCE Offerings

Further Mathematics Units 3 - 4

What is it all about?

This course is designed for those students whose employment and/or further study aspirations do not require highly developed algebra based mathematical skills.

Students will develop their mathematical knowledge and skills to be able to investigate, analyse and solve problems. They will be required to communicate mathematical ideas clearly and concisely.

A Computer Algebra System (CAS) calculator will be used by students to assist them in their learning and understanding.

Assessment is by satisfactory completion of three outcomes, judged by the student's results in Student Assessed Coursework (SACs) and completion of course work.

What will I learn?

Unit 3: Further Mathematics

- Statistics
- Recursion and Financial Modelling

Unit 4: Further Mathematics

- Matrices
- Networks and Decision Mathematics

What type of things will I do?

- Use statistical techniques
- Model relationships between data
- Matrix representation and arithmetic
- Predicting ahead in situations involving number patterns
- Correlations and regression of data
- Minimisation in problems of time and distance
- Features of networks and their applications
- Use a Computer Algebra System

What can this lead to?

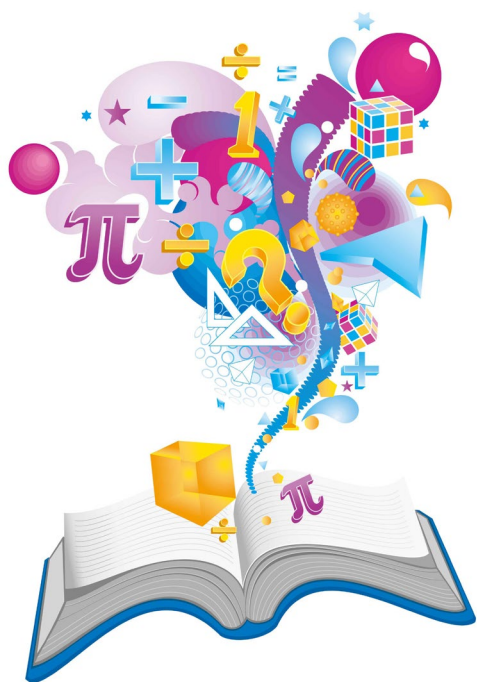
- Tertiary education
- Apprenticeship
- General employment

Why choose this study?

Choose this study if you need mathematics for your careers pathway and have successfully completed Units 1 and 2 General Maths. Completing maths in Year 12 will widen your options in tertiary education and future employment opportunities.

Possible Pathways at TLSC

| Year | Studies Offered |
|------|---------------------|
| 10 | General Mathematics |
| 11 | General Mathematics |
| 12 | Further Mathematics |



Mathematical Methods (CAS) Units 1 - 4

What is it all about?

Mathematical Methods consists of study in the areas of Algebra, Co-ordinate Geometry, functions and graphs, Calculus and Statistics and Probability.

There are no prerequisites for entry to Mathematical Methods (CAS) Units 1 and 2. However, students attempting Mathematical Methods (CAS) are expected to have a sound background in number, algebra, function and probability.

Students wanting to do Mathematical Methods (CAS) Units 3 and 4 should have completed Mathematical Methods (CAS) Units 1 and 2. This study is usually taken in combination with Specialist Mathematics as both courses complement each other.

Students will apply CAS technology throughout the course to investigate and solve problems.

Assessment is by satisfactory completion of three outcomes, judged by the student's results in Student Assessed Coursework (SACs) and exams.

What will I learn?

Unit 1: Maths Methods (CAS) Unit 1

- Probability
- Polynomials
- Functions and Graphs
- Rates of Change

Unit 2: Maths Methods (CAS) Unit 2

- Probability and Statistics
- Exponentials and Logarithms
- Calculus
- Circular Functions

Unit 3: Maths Methods (CAS) Unit 3

- Functions and Graphs
- Differential Calculus

Unit 4: Maths Methods (CAS) Unit 4

- Integral Calculus
- Probability and Statistics

What type of things will I do?

- Problem solving involving the application of skills and knowledge from all areas of study
- Plot and sketch functions and graphs, and use these to investigate real scenarios
- Investigate rates and change using derivatives and integrals
- Calculate and interpret probabilities
- Explore periodic relations
- Apply algebra, logarithmic and trigonometric properties
- Use CAS to assist with learning

What can this lead to?

- Tertiary Education
- Apprenticeship
- Employment

Why choose this study?

Choose this course if you require a high level of mathematics for your future careers pathways. Such careers includes medicine, engineering, information technology and other applied science fields.

Completing this course will also widen the tertiary education options.

Possible Pathways at TLSC

| Year | Studies Offered |
|------|---|
| 10 | Mathematical Methods |
| 11 | Mathematical Methods (CAS) |
| 12 | Further Mathematics Mathematical Methods (CAS) |

Mathematics VCE Offerings

Specialist Mathematics Units 1 - 4

What is it all about?

Specialist Mathematics consists of the following areas of study: 'Functions, relations and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and Statistics'.

Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology.

Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in Mathematical Methods (CAS) Units 3 and 4.

Assessment is by satisfactory completion of three outcomes, judged by the student's results in Student Assessed Coursework (SACs).

What will I learn?

Unit 1: Specialist Mathematics

- Algebra, Functions and Vectors
- Geometry, Measurement and Trigonometry

Unit 2: Specialist Mathematics

- Graphs and non-linear relations
- Transformation of a plane
- Statistics

Unit 3: Specialist Mathematics

- Functions and Graphs
- Algebra
- Calculus
- Vectors

Unit 4: Specialist Mathematics

- Kinematics and Mechanics
- Differential Equations
- Vector Calculus
- Probability and Statistics

What type of things will I do?

- Use various techniques and approaches to problem solve, such as using graphs and geometric constructions.
- Perform operations on complex numbers
- Apply Algebra, logarithmic and trigonometric properties
- Apply geometry to applications
- Apply calculus in various situations
- Solve differential equations
- Work in two and three-dimensions using vectors and parametric equations
- Solve kinematics problems
- Solve problems involving Newton's laws of motion
- Use CAS to assist with learning

What can this lead to?

- Tertiary Education
- Science, Engineering, Medicine, Research
- Mathematics
- Computer Sciences
- And much more

Why choose this study?

Choose this study if you are highly interested in mathematics and enjoy mathematics and problem solving.

Specialist math allows students to explore many interesting areas of mathematics and supplements studies of Mathematical Methods and Physics.

Possible Pathways at TLSC

| Year | Studies Offered |
|------|--|
| 10 | Mathematical Methods |
| 11 | Mathematical Methods (CAS) Specialist Mathematics |
| 12 | Mathematical Methods (CAS) Specialist Mathematics |



Science VCE Offerings

Biology Units 1 - 4

What is it all about?

Biology explores the world of living things from single celled organisms up to multi-celled organisms like us. We investigate how they function, reproduce and survive in an ever-changing environment. Topics as diverse as DNA and genetics, cellular function, body systems such as the immune and digestive systems as well as evolution are explored. Have you ever wondered what are living things made of? How do bodies function? Why does our temperature increase when ill? Why are plants green? How did humans come to be? These questions and others, form the basis of the course.

What will I learn?

Unit 1: How do living things stay alive?

- Cell structure and function
- Energy and body systems
- Adaptions and regulation
- Biodiversity and ecosystems

Unit 2: How is the continuity of life maintained?

- Cell cycle
- Cell growth and reproduction
- Genes, genomes and chromosomes
- Genotypes, phenotypes and genetic outcomes

Unit 3: How do cells maintain life?

- Plasma membranes, nucleic acids and proteins
- Structure and regulations of genes and biochemical pathways
- Photosynthesis and cellular respiration
- Cellular signals, antigens and immunity

Unit 4: How does life change and respond over time?

- Populations genetics and changes in biodiversity
- Relatedness of species and human change over time
- DNA manipulation
- Biological knowledge and society

What type of things will I do?

- Design, complete and report on experiments
- Use ICT to complete simulation activities
- Data analysis
- Use biotechnological tools
- Collect and observe data outside the classroom

What can this lead to?

- A career in general science such as biological science, environmental science or sports science
- A career in specialised fields of science such as pharmacy, veterinary science or forensics
- A career in health sciences such as dietetics, physiotherapy or nursing

Why choose this study?

Choose this study if you are interested in learning about:

- Your body
- Genetics
- Animal behaviour
- Evolution
- Changing world

Possible Pathways at TLSC

| Year | Studies Offered |
|------|----------------------------|
| 10 | Biology General Science |
| 11 | Biology |
| 12 | Biology |

Science VCE Offerings

Chemistry Units 1 - 4

What is it all about?

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interactions of substances that make up matter.

Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories.

Chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers.

Chemistry will play a key role in solving many unanswered questions in science and many unexplained phenomena such as the language of the brain, the evolution of climate as well as providing a sustainable environment for the future.

What will I learn?

Unit 1: How can the diversity of materials be explained?

- Elements and the Periodic Table
- Metallic, ionic and covalent materials
- Organic compounds

Unit 2: What makes water such a unique chemical?

- Properties of water
- Reactions of water
- Analysis of water

Unit 3: How can chemical processes be designed to optimise efficiency?

- Energy and fuels
- Galvanic cells and fuel cells
- Rate and extent of chemical reactions
- Electrolysis and batteries

Unit 4: How are organic compounds categorised, analysed and used?

- Structure, properties and reactions of organic compounds
- Analysis of organic compounds
- Food molecules
- Metabolism and energy

What type of things will I do?

- Practical activities
- Extended practical investigations
- Summary reports
- Analysis of data
- Scientific posters
- Construction of molecules & modelling
- Examinations and concept based tests
- Written, multimedia or visual presentations

What can this lead to?

- Analytical, organic & inorganic chemistry
- Biochemistry, biotechnology and nanotechnology
- Agriculture, forestry, horticulture and oceanography
- Medicine, pharmacy, sport and forensic science
- Dietetics, food science and winemaking
- Engineering and environmental studies

Why choose this study?

Choose this study if you are interested in learning about:

- Atomic theory
- Energy
- Materials
- Sustainability
- Bonding
- Chemical reactions
- Water
- Food science
- Environment

Possible Pathways at TLSC

| Year | Studies Offered |
|------|------------------------------|
| 10 | Chemistry General Science |
| 11 | Chemistry |
| 12 | Chemistry |

Environmental Science Units 1 - 4

What is it all about?

This study provides an opportunity to understand the structure, function and diversity of the natural ecosystems on this planet, and evaluate the impact of human activity on them.

With a growing global population and the impact this has on the planet's resources, governments all over the world are investing in research and development that is ecologically sustainable. This is a growing field of science, as an understanding of the relationships and interactions between humans and the natural environment is more important than ever.

What will I learn?

Unit 1: How are Earth's systems connected?

- Earth's major systems and conditions essential to life
- Inputs and outputs of life
- Systems thinking
- Environmental factors that affect Earth over time

Unit 2: How can pollution be managed?

- Sources, measurements and monitoring of pollutants
- Treatment and management of pollutants
- Air, water and soil pollution

Unit 3: How can biodiversity and development be sustained?

- Biodiversity: importance, changes over time, measuring changes, threats, protection and restoration
- Sustainable development

Unit 4: How can the impacts of human energy use be reduced?

- Fossil fuels
- Energy sources and impacts of energy use
- Factors that alter Earth's atmosphere
- Changes in climate and gases of the atmosphere

What type of things will I do?

- Field work trips
- Data analysis
- Practical investigations
- Evaluation of government policies
- Research tasks
- Concept based tests
- Use a range of scientific equipment
- Multimedia presentation

What can this lead to?

A career in:

- Environmental science
- Environmental engineering
- Natural resource management
- Ecotourism
- Urban planning
- Environmental monitoring

Why choose this study?

Choose this study if you are interested in learning about:

- Human impact on the environment
- The Enhanced Greenhouse Effect
- Conservation
- Renewable energies
- New technologies in environmental management

Possible Pathways at TLSC

| Year | Studies Offered |
|------|--|
| 10 | Environmental Science General Science |
| 11 | Environmental Science |
| 12 | Environmental Science |



Science VCE Offerings

Physics Units 1 - 4

What is it all about?

Physics is the study of the laws of nature that govern the behaviour of the universe, from the very smallest scales of sub-atomic particles to the very largest scales of cosmology. It applies these laws to the solution of practical problems and to the development of new technologies.

Physics is a challenging and rewarding subject. Its study instructs a person in the art of critical thinking, how to pose questions and how to solve problems.

Physics provides training for a vast range of careers, where it is either used directly, or where the skills developed can be applied in innovative ways in other fields.

What will I learn?

Unit 1: What ideas explain the physical world?

- Thermodynamics: principles, climate science and issues
- Modelling electricity and electrical circuits
- Using electricity and electrical safety
- Atoms: particles and energy

Unit 2: What do experiments reveal about the physical world?

- Forces, motion and energy
- Observations of the physical world

Unit 3: How do fields explain motion and electricity?

- Fields and interactions
- Effects and applications of fields
- Generation and transmission of electricity
- Newton's Laws, Einstein's theory of relativity and the relationships between force, energy and mass

Unit 4 : How can two contradictory models explain both light and matter?

- Mechanical waves
- Light as a wave
- Behaviour of light and matter

What type of things will I do?

- Experiments and investigations using a range of scientific equipment
- Modelling using interactive technology
- Data analysis tasks
- Skill based questions and mathematical calculations
- Concept based tests
- Reports
- Designing student designed practical investigations
- Examinations

What can this lead to?

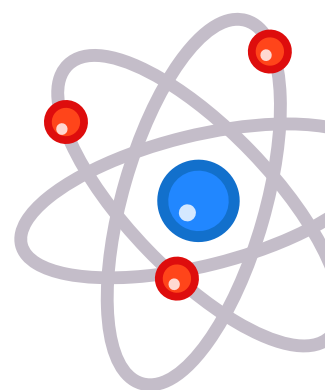
A career in:

- Astronomy
- Engineering
- Theoretical physics
- Environmental science

Why choose this study?

Choose this study if you are interested in learning about:

- Atomic Theory
- Circuits
- Electricity
- Energy
- Famous physicists
- Forces
- Gravity
- Light
- Motion
- Nuclear reactions
- Power transmission
- Radiation



Possible Pathways at TLSC

| Year | Studies Offered |
|------|----------------------------|
| 10 | Physics General Science |
| 11 | Physics |
| 12 | Physics |



Psychology Science Units 1 - 4

What is it all about?

Psychology is the study of thoughts, feelings and behaviour. It strives to explain why we behave as we do, feel emotions and how we think. Psychology is a science because it follows strict scientific methods to explore these aspects of human life.

Students will conduct experiments to investigate the many popular theories that are examined in this course. Areas covered include personality, intelligence, normality, brain and nervous system functioning, learning, memory and mental health.

What will I learn?

Unit 1: How are behaviour and mental processes shaped?

- Role of the brain in mental processes and behaviour
- Brain plasticity and brain damage
- Psychological development

Unit 2: How do external factors influence behaviour and mental processes?

- Sensation and perception
- Distortions of perception
- Social cognition
- Social influences on behaviour

Unit 3: How does experience affect behaviour and mental processes

- Nervous system functioning
- Stress as an example of psychological processes
- Neural basis of learning and memory
- Models and processes of learning and memory

Unit 4 : How is wellbeing developed and maintained?

- Nature of consciousness
- Importance and effects of sleep
- Mental health and mental health disorders
- Specific phobia and maintenance of mental health

What type of things will I do?

- Perform research
- Conduct experiments
- Investigate mental health disorders
- Write psychological reports
- Analyse data

What can this lead to?

University studies in:

- Humanities: Sociology, Criminology, Psychology
- Health Sciences: Nursing, Health Promotion, Sports Psychology, Human Movement, Nutrition, Social Work/Counselling, Psychology
- Science: Neuroscience, Biochemistry, Biology
- Medicine
- Commerce: Marketing, Management Law
- Teaching

Why choose this study?

Choose this study if you are interested in learning about:

- Mental health disorders
- Memory and intelligence
- Social behaviour
- Attitudes
- Child development

Possible Pathways at TLSC

| Year | Studies Offered |
|------|-------------------------------|
| 10 | Psychology General Science |
| 11 | Psychology |
| 12 | Psychology |



Technology VCE Offerings

Applied Computing Unit 1 - 2, Data Analytics Unit 3 - 4, Software Development Unit 3 - 4

What is it all about?

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security.

What will I learn?

Unit 1: Applied Computing

- To interpret solution requirements and designs, collect and manipulate data, analyse patterns and relationships, and develop data visualisations to present findings
- To interpret solution requirements to design, develop and evaluate a software solution using a programming language.

Unit 2: Applied Computing

- Collaborate with other students to, analyse, design, develop and evaluate an innovative solution to an identified need or opportunity involving a digital system.
- To respond to a case study to examine the capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information.

Unit 3: Data Analytics

- To respond to solution requirements and designs to extract data from large repositories, manipulate and cleanse data and apply a range of functions to develop software solutions to present findings.
- To propose a research question, formulate a project plan, collect and analyse data, generate alternative design ideas and represent the preferred design for creating infographics or dynamic data visualisations.

Unit 4: Data Analytics

- To develop and evaluate infographics or dynamic data visualisations that present findings in response to a research question, and assess the effectiveness of the project plan in monitoring progress.
- To respond to a case study to investigate the current data and information security strategies of an organisation, examine the threats to the security of data and information, and recommend strategies to improve current practices.

Unit 3: Software Development

- To interpret solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules.
- To analyse and document a need or opportunity, justify the use of an appropriate development model, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution.

Unit 4: Software Development

- To develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan.
- To respond to a case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices.

What type of things will I do?

- Create digital solutions that meet a range of needs and conditions
- Understand how data can be structured and manipulated to become part of a digital solution
- Apply computational, design and systems thinking skills when creating digital solutions
- Work in teams to design digital solutions
- Study the impact digital systems have on the way people communicate
- Learn about hardware and software components as well as networks

What can this lead to?

- Further studies in computing at TAFE of University
- Many careers that use digital technologies

Possible Pathways at TLSC

| Year | Studies Offered |
|------|--|
| 10 | Digital Technologies |
| 11 | Applied Computing |
| 12 | Data Analytics or Software Development |

Food Studies Units 1 - 4

What is it all about?

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills.

VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

What will I learn?

Unit 1: Food origins

- explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities
- describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products

Unit 2: Food makers

- describe Australia's major food industries, analyse relationships between food suppliers and consumers, and design a brief and a food product that demonstrates the application of commercial principles
- compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home

Unit 3: Food in daily life

- processes of eating and digesting food and absorption of macronutrients, analyse food selection models, and apply principles of nutrition and food science in the creation of food product
- factors affecting food access and choice, analyse the influences that shape food values, apply practical skills to create a range of healthy meals for children and families

Unit 4: Food issues, challenges and futures

- food systems issues and analyse problems proposals for solutions, to a sustainable or ethical food issue and develop and create a food repertoire that reflects personal food values and goals
- analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines

What type of things will I do?

- Production folios
- Food preparation
- Tests
- Multimedia presentations
- Practical tests
- Design folios
- Case study analysis
- Written reports

What can this lead to?

- University & TAFE courses in Food Technology, Hospitality, Tourism, Hotel Management, Nutritionist, Dietitian
- Apprenticeships in Food & Hospitality
- VET Hospitality Certificates
- Careers within the Food & Hospitality industry

Why choose this study?

Choose this study if you are interested in learning about:

- Food
- Catering
- Hospitality
- Food industry
- Cooking

Costs

**A compulsory levy for materials will apply for this subject. Fees will be confirmed in Term 3.*

Possible Pathways at TLSC

| Year | Studies Offered |
|------|---|
| 10 | Food for Special Occasions Food and Health Sweet Dreams |
| 11 | Food Studies |
| 12 | Food Studies |

Technology VCE Offerings

Product Design and Technology (Fashion) Units 1 - 4

What is it all about?

Design plays an important part in our daily lives. It determines the form and function of the products we use and wear. Designing transforms ideas into drawings and plans for the creation and manufacture of useful products.

In Design and Technology students assume the role of fashion designer-maker and develop knowledge and skills to produce effective and creative responses to design challenges.

What will I learn?

Unit 1: Design modification and production

- Redesigning an existing product
- Producing and evaluating a redesigned product

Unit 2: Collaborative design

- Designing as a team
- Producing and evaluating a collaboratively designed product

Unit 3: Design, technological innovation and manufacture

- The designer, client and end user in product development
- Product development in industry
- Designing for others

Unit 4 : Product development, evaluation and promotion

- Product analysis and comparison
- Product manufacture
- Product evaluation and promotion

Costs

**A compulsory levy for materials will apply for this subject.*

Fees will be confirmed in Term 3.

What type of things will I do?

- Develop design briefs for design problems
- Develop design folios to meet design briefs
- Investigate manufacturing in fashion industry
- Consider factors that affect fashion designers
- Develop products to meet design briefs
- Evaluate products and processes
- Carry out research and testing
- Investigate fashion designers and their products
- Analyse products
- Make a self designed product

What can this lead to?

- TAFE and University; further study in fashion design - product development design, CAD, interior design, costume design, visual merchandising, advertising & marketing, fashion buyer, clothing patternmaker, accessories designer, graphic designer, textile design
- Dressmaker, milliner, clothing production manager, wardrobe supervisor, shoe designer

Why chose this study?

Choose this study if you are interested in learning about:

- Fashion design
- Manufacturing
- Solving design problems
- Working with fabrics
- Working as a designer-maker

Possible Pathways at TLSC

| Year | Studies Offered |
|------|--|
| 10 | Design and Technology - Fashion Design and Technology - Creative Textiles |
| 11 | Design and Technology - Fashion |
| 12 | Design and Technology - Fashion |

Product Design and Technology (Materials) Units 1 - 4

What is it all about?

Design plays an important part in our daily lives. It determines the form and function of the products we use. Designing transforms ideas into drawings and plans for the creation and manufacture of useful products. In Design and Technology students assume the role of designer-maker and develop knowledge and skills to produce effective and creative responses to design challenges.

What will I learn?

Unit 1: Sustainable product redevelopment

- Redesigning an existing product
- Producing and evaluating a redesigned product

Unit 2: Collaborative design

- Designing as a team
- Producing and evaluating a collaboratively designed product

Unit 3: Applying the product design process

- The designer, client and end user in product development
- Product development in industry
- Designing for others

Unit 4 : Product development and evaluation

- Product analysis and comparison
- Product manufacture
- Product evaluation and promotion

Costs

*A compulsory levy for materials will apply for this subject.

Fees will be confirmed in Term 3.

What type of things will I do?

- Develop design briefs for design problems
- Develop design folios to meet design briefs
- Investigate manufacturing
- Consider factors that affect the range of designers in our society
- Develop products to meet design briefs
- Evaluate products and processes
- Carry out research and testing
- Investigate designers and their products
- Analyse products
- Make a self designed product

What can this lead to?

- TAFE and University; further study in design - product design, CAD, interior design, industrial design manufacturing, advertising & marketing
- Traineeships/apprenticeships - carpentry, cabinet making, engineering

Why choose this study?

Choose this study if you are interested in learning about:

- Design
- Manufacturing
- Solving design problems
- Working with materials
- Working as a designer-maker

Possible Pathways at TLSC

| Year | Studies Offered |
|------|---|
| 10 | Design with Materials (DWM) Computer Aided Design Product Innovation Systems Design and Production |
| 11 | Product Design and Technology |
| 12 | Product Design and Technology |



Technology VCE Offerings

Systems Engineering Units 1 - 4

What is it all about?

This study explores the nature and role of technological systems (mechanical and electrotechnical) in society. In doing so, it focuses on the design, development and production of a range of systems and their effectiveness.

Students develop skills in technical research, using information and communication technology, technical design, production and testing techniques.

What will I learn?

Unit 1: Mechanical engineering fundamentals

- Focus on the design and operation of mechanical systems
- Producing and testing systems
- Analysing the use of systems in society

Unit 2: Electrotechnology engineering fundamentals

- Understanding electrotechnological systems
- Design and development of systems
- Focus on new and emerging technologies

Unit 3: Systems engineering and energy

- Understanding appropriate integrated and controlled systems
- Design and configuring integrated systems
- Energy use and effects on systems and their environment

Unit 4: Integrated and controlled systems engineering

- Understanding complex integrated and controlled systems
- Testing and evaluating integrated systems

Costs

**A compulsory levy for materials will apply for this subject.*

Fees will be confirmed in Term 3.

What type of things will I do?

- Internet research
- Testing systems
- Report writing
- Design processes
- Written reports
- Computer aided design
- Production work
- Case studies
- Practical tests

What can this lead to?

- Higher level courses in: Engineering, Robotics, Manufacturing, Automotive and Electronics
- Traineeships/Apprenticeships in the engineering, electronics and automotive areas

Why choose this study?

Choose this study if you are interested in learning about:

- Electronics
- Engineering
- Mechanics/automotive
- Technical design
- Energy systems

Possible Pathways at TLSC

| Year | Studies Offered |
|------|---|
| 10 | Systems Design and Production Design with Materials Computer Aided Design Product Innovation |
| 11 | Systems Engineering |
| 12 | Systems Engineering |



Year 10 Re-enrolment Application 2021

Student: _____ HG: _____ Mobile No: _____

What are your intentions for 2021?

Student email: _____

In 2020 I want to . . .

- ☐ Complete Year 10 @ TLSC ☐ Complete Year 10, including VCE Acceleration VCAL @ TLSC
☐ Seek Employment ☐ Transfer to another school ☐ Transfer to a TAFE or other setting

What do you plan to do when you finish secondary school?

☐ University ☐ TAFE ☐ Apprenticeship/Traineeship ☐ Employment ☐ Other _____

In the field(s) of _____

Are you currently completing a vocational certificate (Eg. Cert II in Retail) and/or Language outside of TLSC?

Details: _____

Are you currently studying English as an Additional Language (EAL)?

☐ No ☐ Yes

Are you interested in VCE Accelerated Studies?

- ☐ Yes, I have submitted an application to accelerate in _____
☐ Yes, I have been recommended for Maths Accelerated in _____
☐ No, I am not applying for VCE Accelerated Studies

Student Declaration:

- ☐ I have used My Future to consider my interests in choosing courses and I have completed my subject preferences in Web Choices in preference order and attached a copy to this application
☐ I understand that if I am planning to appeal my VCE Acceleration application or Mathematics Recommendation I must complete and submit those forms as well
☐ I understand the requirements of the Year 10 program and successfully complete any VCE acceleration studies (if applicable)
☐ I have discussed my course planning with a parent or guardian and also with my Course Administrator
☐ If choosing a **VET SUBJECT** I will include my **Victorian Student Number (VSN)** for enrolment purposes and on submission date. VSN are found on Compass under your personal profile. Ask a HG teacher, Level / VET Leader or Careers team to provide this to you
☐ If choosing a **VET SUBJECT** I will include my **USI number** for enrolment purposes and on submission date

How to complete a USI number is at this web address:

<https://www.usi.gov.au/your-usi/create-usi>

Student Signature: _____ Date: _____

Parent: _____ Phone: _____

Parent Email: _____

Parent Declaration:

- I understand the requirements for my child to successfully complete Year 10 and any VCE acceleration studies (if applicable)
- I have discussed my child's subject selections with them and signed the Web Choices form which is attached to this form

Parent Signature: _____ Date: _____

To be completed by the course advisor

1) Is this student following their Recommended Mathematics Pathway?

☐ Yes ☐ No

If no, an Appeal must be lodged on Course Counselling Day

2) Is this student appealing the outcome of a VCE acceleration application?

☐ Yes ☐ No

If yes, an Appeal must be lodged on Course Counselling Day

3) Was a parent present during the course counselling?

☐ Yes ☐ No

Interview with course advisor (Discussion Notes, Concerns, etc)

| Requirements cross check | | Note: Points to remember for selecting subjects |
|--------------------------|---------------------|--|
| 01 | ENGLISH | <ul style="list-style-type: none"> At least 1 unit of Science must be included, however more Sciences can be included VCE & VET Subjects, Languages and PE Soccer count as two unit lines Students must include another 3 at least from the following learning areas: Arts, Hums, Health & PE, Technology, Languages (Italian / Japanese), Science Student must provide at least 5 RESERVE subjects beyond their proposed program. |
| 02 | ENGLISH | |
| 03 | MATHS | |
| 04 | MATHS | |
| 05 | SCIENCE | |
| 06 | | |
| 07 | | |
| 08 | | |
| 09 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| ** | RESERVE SUBJECT (1) | |
| ** | RESERVE SUBJECT (2) | |
| ** | RESERVE SUBJECT (3) | |
| ** | RESERVE SUBJECT (4) | |
| ** | RESERVE SUBJECT (5) | |

Attach the Web Choices form to the Re-Enrolment Form.

Is it consistent with the discussions during the course administration process?

☐ Yes ☐ No

****Please note: The Web Choice subject form is used to determine a student's subject by preference order. Web Choices is a computer program that allocates all student's subjects according to their preferences entered. The construction of the timetable may not be able to allocate the entire student's main subject preferences this is why it is important for the student to provide a range of subject reserves.**

Course Advisor Checklist

- ☐ The front page of this form has been completed
- ☐ The student / parent attaches a print out of the Web Choices Form to this form
- ☐ The parent signs this form and the Web Choices Form submitted.
- ☐ Any additional forms to consider (E.g. Mathematics Appeal, Acceleration Appeal, VCAL Expression of Interest)
- ☐ If choosing VET, the student needs to include their VSN (Victorian Student Number) found on Compass under your personal profile. Ask a HG teacher, Level / VET Leader or Careers team to provide this to you

☐ **VET SUBJECT** (9 digit ID)
(9 digit ID to be added to form by submission date)

VSN #

☐ **VET SUBJECT** (10 digit ID)

USI #

<https://www.usi.gov.au/your-usi/create-usi>

Date Forms submitted _____ / _____ / 2020

Course Advisor Initials: _____ Course Advisor Signature: _____

Year 11 VCE Re-enrolment Application 2021

Student: _____ HG: _____ Mobile No: _____

What are your intentions for 2021?

Student email: _____

I want to . . .

☐ Study VCE @ TLSC ☐ Study VCAL @ TLSC ☐ Seek Employment

☐ Transfer to another school ☐ Transfer to a TAFE or other setting

What do you plan to do when you finish secondary school?

☐ University ☐ TAFE ☐ Apprenticeship/Traineeship ☐ Employment ☐ Other _____

In the field(s) of _____

Are you currently completing a vocational certificate (E.g. Cert II in Retail) and/or Language outside of TLSC? Details: _____

Are you currently studying English as an Additional Language (EAL)? ☐ No ☐ Yes

Are you interested in VCE Accelerated Studies?

☐ Yes, I am currently accelerating in _____

☐ Yes ☐ No I have submitted an application to accelerate in Unit 3/4 _____

Student Declaration:

- ☐ I have used course selection resources to help support my subject preference. I completed Web Choices in preference order and attached a copy to this application to this form
- ☐ I understand that if I am planning to appeal my VCE Acceleration application or Mathematics recommendation. I will submit a Maths Appeal Form by due date
- ☐ I understand that if I want to be considered for VCAL, I must complete a VCAL Application form. To complete my VCE I understand that I must satisfactorily complete 16 units in Year 11 and 12 to gain my VCE, including three units from the English group of studies across the two year levels and three Unit 3 and 4 sequences other than English
- ☐ To gain an ATAR, I must pass both Unit 3 and 4 of one of the English group of studies
- ☐ I have discussed my course planning with a parent or guardian and also with my Course Advisor

Student Signature: _____ Date: _____

Parent: _____ Phone: _____

Parent Email: _____

Parent Declaration:

- I understand the requirements for my child to successfully complete their VCE and gain an ATAR score
- I have discussed my child's subject selections with them and signed the Web Choices form which is attached to this form

Parent Signature: _____ Date: _____

To be completed by the course administrator

1) Is this student following their Recommended Mathematics Pathway?

☐ Yes ☐ No ☐ N/A

If no, an Appeal must be lodged on Course Counselling Day

Has this form been completed?

☐ Yes

2) Is this student applying for VCAL?

☐ Yes ☐ No

If yes, a VCAL expression of Interest must be completed

Was a parent present during the course counselling?

☐ Yes ☐ No

Interview with Course Advisor (Discussion Notes, Concerns, etc)

| My Preferred subjects: | Course Administrator Notes |
|-------------------------------|----------------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. RESERVE SUBJECT (1) | |
| 8. RESERVE SUBJECT (2) | |

Are the subject selections on the Web Choices form attached?

☐ Yes ☐ No

Are they consistent with the discussions during the course counselling process?

☐ Yes ☐ No

****Please note: The Web Choice subject form is used to determine a student's subject by preference order. Web Choices is a computer program that allocates all student's subjects according to their preferences entered. The construction of the timetable may not be able to allocate the entire student's main subject preferences. This is why it is important for the student to provide a range of subject reserves.**

Course Administrator Checklist

- ☐ The front page of this form has been completed
- ☐ Web Choices Form is attached (preferences order)
- ☐ At least one Parent has signed this form and the Web Choices Form
- ☐ Any additional forms (E.g. Mathematics Appeal, Acceleration Appeal, VCAL Expression of Interest) have been completed
- ☐ If choosing **VET**, the student needs to include their **VSN (Victorian Student Number)** found on Compass under your personal profile. Ask a HG teacher, Level / VET Leader or Careers team to provide this to you

☐ **VET SUBJECTS** (9 digit ID)

VSN #

☐ **VET SUBJECTS** (10 digit ID)

USI #

<https://www.usi.gov.au/your-usi/create-usi>

Date Forms submitted _____/_____/2020

Course Advisor Initials: _____ Course Advisor Signature: _____

Year 12 VCE Re-enrolment Application 2021

Student: _____ HG: _____ Mobile No: _____

What are your intentions for 2021?

Student email: _____

I want to . . .

- ☐ Study VCE @ TLSC ☐ Applying to transfer to VCAL @ TLSC
☐ Seek Employment ☐ Transfer to another school ☐ Transfer to a TAFE or other setting

What do you plan to do when you finish secondary school?

☐ University ☐ TAFE ☐ Apprenticeship/Traineeship ☐ Employment ☐ Other _____

In the field(s) of _____

Are you currently completing a vocational certificate (E.g. Cert II in Retail) and/or Language outside of TLSC? Details: _____

Are you currently studying English as an Additional Language (EAL)? ☐ No ☐ Yes

Have you undertaken any VCE Accelerated Studies?

- ☐ Yes, I am currently accelerating in _____
☐ No, I have not completed any accelerated subjects at TLSC or VSL

Student Declaration:

- ☐ I have checked the **VTAC Pre-requisite for courses**
☐ I have completed my subject preferences in Web Choices in web choices and attached a copy to this application
☐ If planning to appeal my Mathematics Recommendation, I must complete and submit the Maths Appeal Form by due date
☐ I understand that if I want to be considered for a transfer to VCAL, I must complete a VCAL Application
☐ To complete my VCE I understand that I must satisfactorily complete 16 units in Year 11 and 12 to gain my VCE, including three units from the English group of studies across the two year levels and three Unit 3 and 4 sequences other than English
☐ To gain an ATAR I must pass both Unit 3 and 4 of one of the English group of studies
☐ I have discussed my course planning with a parent or guardian and also with my Course Advisor

Student Signature: _____ Date: _____

Parent: _____ Phone: _____

Parent Email: _____

Parent Declaration:

- I understand the requirements for my child to successfully complete their VCE and gain an ATAR score.
- I have discussed my child's subject selections with them and signed the Web Choices form which is attached to this form

Parent Signature: _____ Date: _____

To be completed by the course advisor

1) Is this student following their Recommended Mathematics Pathway?

☐ Yes

An Appeal can be lodged on Course Counselling Day

2) Is this student applying to transfer to VCAL?

☐ Yes

If yes, a VCAL Transfer Application must be completed

☐ Yes

Was a parent present during the course counselling?

☐ Yes ☐ No

Interview with course advisor (Discussion Notes, Concerns, etc)

| My Preferred subjects: | Course Administrator Notes |
|------------------------|----------------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. RESERVE SUBJECT (1) | |
| 7. RESERVE SUBJECT (2) | |

Are the subject selections on the Web Choices form attached?

☐ Yes ☐ No

Are they consistent with the discussions during the course counselling process?

☐ Yes ☐ No

****Please note:** The Web Choice subject form is used to determine a student's subject by preference order. Web Choices is a computer program that allocates all student's subjects according to their preferences entered. The construction of the 2020 timetable may not be able to allocate the entire student's main subject preferences this is why it is important for the student to provide a range of subject reserves.

Course Advisor Checklist

- ☐ The front page of this form has been completed
- ☐ The Web Choices Form is attached (preferences order)
- ☐ Parent / guardian has signed this form and the Web Choices Form
- ☐ Any additional forms (E.g. Mathematics Appeal, Acceleration Appeal, VCAL Expression of Interest) have been completed
- ☐ If choosing **VET**, the student needs to include their **VSN (Victorian Student Number)** found on Compass under your personal profile. Ask a HG teacher, Level / VET Leader or Careers team to provide this to you if you cannot see this on Compass. This is a 9 digit number only

☐ **VET SUBJECTS** (9 digit ID)

VSN #

☐ **VET SUBJECTS** (10 digit ID)

USI #

<https://www.usi.gov.au/your-usi/create-usi>

Date Forms submitted _____/_____/2020

Course Advisor Initials: _____ Course Advisor Signature: _____

2021 Year 11 VCAL Application Form

Beginning

Student: _____ HG: _____

Student Mobile Number: _____

Parent/Carer Name: _____ Parent/Carer Phone Number: _____

VSN number: (9 DIGIT) _____ USI number: (10 DIGIT) _____

Application for VCAL Pathway at Taylors Lakes Secondary College

- The Victorian Certificate of Applied Learning is a select-entry program with a limited number of positions available. Upon receiving the completed VCAL Application Form and relevant documentation, the College places the student on a waitlist for entry into the program.
- The VCAL Leader, in conjunction with the Senior Sub-School Team, will short-list students according to their entry preference selection criteria. Some students may be asked to attend an interview.
- An offer of enrolment into the program may be made, in which case a formal letter will be sent to the family.
- Once the family returns the Confirmation of Enrolment letter, the College can confirm a place for the student.

Why have you chosen to apply for the VCAL Program at TLSC?

Please rank from 1 being the most important, to 5 being the least important.

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Hands-on learning | <input type="checkbox"/> TAFE | <input type="checkbox"/> Self-directed learning program | <input type="checkbox"/> VCE is not needed for my career pathway |
| <input type="checkbox"/> Work experience | <input type="checkbox"/> VET | | |
| <input type="checkbox"/> Individualised support | <input type="checkbox"/> No SACS/Exams | <input type="checkbox"/> Community involvement | <input type="checkbox"/> Interested in a Trade |
| <input type="checkbox"/> Workload | <input type="checkbox"/> Apprenticeship | | |

Describe your understanding of the program and state in your own words what your reasons are for applying:

Career Plan

What area of employment are you interested in entering?

Career choice 1. _____ 2. _____ 3. _____

What further education or training do you need to complete to achieve this goal after VCAL?

- | | | |
|---|---|---------------------------------------|
| <input type="checkbox"/> TAFE | <input type="checkbox"/> Full time employment | <input type="checkbox"/> I don't know |
| <input type="checkbox"/> Apprenticeship Traineeship | <input type="checkbox"/> University | |

Did you and your parent/guardian attend the VCAL Information evening?

☐ Yes ☐ No

Did you undertake a VET Subject at Year 10?

☐ Yes ☐ No

Did you undertake Work Experience at Year 10?

☐ Yes ☐ No

Employer: _____

Type of Work Experience or industry undertaken: _____

VCAL Program Selection Criteria

- | | |
|--|--|
| • A positive attitude and effort to classwork and learning | • Satisfactory completion of work |
| • A clearly articulated pathway vision | • Very good or good behaviour in class |
| • Satisfactory organisational skills | • Excellent attendance at school |

Describe your current school performance in relation to the criteria outlined above. Do you currently meet these requirements? If not, what improvements need to be made before the end of the year?

To be completed with your Course Advisor:

MATHS RECOMMENDATION Note: Students must satisfactorily complete 2 units of VCE Mathematics at Senior Level. I have been recommended for the following Maths subject:

Student Signature: _____ Date: _____ / _____ / 2020

Parent Signature: _____ Date: _____ / _____ / 2020

Recommended for VCAL? ☐ Yes ☐ No Date Forms submitted: _____ / _____ / 2020

Course Advisor Initials: _____ Course Advisor Signature: _____

2021 Year 12 VCAL Application Form

Student: _____ HG: _____

Student Mobile Number: _____

Parent/Carer Name: _____ Parent/Carer Phone Number: _____

VSN number: (9 DIGIT) _____ USI number: (10 DIGIT) _____

IS YOUR CAREER PATH CHANGING? ☐ Yes ☐ No

What VET Subject did you undertake in 2020? _____

Who was your VET provider? _____

Did you make satisfactory progress towards your VET subject in Semester 1, 2020? ☐ Yes ☐ No ☐ Unsure

Do you intend to continue with this VET subject in 2021? ☐ Yes ☐ No

If you answered no, please specify the VET you wish to enrol into: _____

Note: If intending to change your VET course you must indicate this on your VET preferences form

| | |
|--|--|
| <p>Have You Completed SWL?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> | <p>If Yes, Name the Type of Work/industry:</p> <p>Company/establishments you completed Structured Workplace Learning (SWL) at:</p> |
|--|--|

Year 12 VCAL students undertake two VCE Units in the year:

One semester of Unit 1 Business Management, and one semester of either Unit 1 Food Studies OR Product Design & Technology- Materials. Please tick which subject you would prefer to undertake.

☐ Food Studies OR ☐ Product Design & Technology - Materials

SEMESTER 1 RESULTS: Year 11

You may be required to attend an interview towards the end of Term 3 to determine if you can continue in VCAL

What Mathematics did you undertake in Year 11?

☐ Foundation Mathematics ☐ General Mathematics

Did you achieve an "S" Satisfactory result for Mathematics in 2020? ☐ Yes ☐ No ☐ Unsure

Student Signature: _____ Date: _____ / _____ / 2020

Parent Signature: _____ Date: _____ / _____ / 2020

Office Use only

Date Forms submitted _____ / _____ / 2020

Course Advisor Initials: _____ Course Advisor Signature: _____

2021 Year 11 VCAL Application Form

Transfer

Student: _____ HG: _____

Student Mobile Number: _____

Parent/Carer Name: _____ Parent/Carer Phone Number: _____

VSN number: (9 DIGIT) _____ USI number: (10 DIGIT) _____

Application for VCAL Pathway at Taylors Lakes Secondary College

- The Victorian Certificate of Applied Learning is a select-entry program with a limited number of positions available. Upon receiving the completed VCAL Application Form and relevant documentation, the College places the student on a waitlist for entry into the program
- The VCAL Leader, in conjunction with the Senior Sub-School Team, will short-list students according to their entry preference selection criteria. Some students may be asked to attend an interview
- An offer of enrolment into the program may be made, in which case a formal letter will be sent to the family
- Once the family returns the Confirmation of Enrolment letter, the College can confirm a place for the student

Why have you chosen to apply for the VCAL Program at TLSC?

Did you undertake a VET subject in 2020? ☐ Yes ☐ No

If you answered yes:

1. Did you make satisfactory progress towards your VET subject in Semester 1, 2020? ☐ Yes ☐ No

2. Do you intend to continue with this VET subject in 2021? ☐ Yes ☐ No

If you answered no:

1. What area of employment are you interested in entering?

Career choice: _____

VCAL Program Selection Criteria

- A positive attitude and effort to classwork and learning
- A clearly articulated pathway vision
- Satisfactory organisational skills
- Satisfactory completion of work
- Very good or good behaviour in class
- Excellent attendance at school

Describe your current school performance in relation to the criteria outlined above. Do you currently meet these requirements?

Year 12 VCAL students undertake two VCE Units in the year:

One semester of Unit 1 Business Management, and one semester of either Unit 1 Food Studies OR Product Design & Technology- Materials. Please tick which subject you would prefer to undertake.

☐ Food Studies ☐ OR ☐ Product Design & Technology - Materials

SEMESTER 1 2020 RESULTS: Year 11

You may be required to attend an interview towards the end of Term 3 to determine if you are eligible to transfer to VCAL.

Numeracy is a core component of the VCAL program. Each student is required to complete Maths Units.

What Mathematics did you undertake in 2020?

- ☐ VCE Foundation Mathematics Units 1 & 2 ☐ VCE General Mathematics Units 1 & 2
☐ VCE Further Mathematics Units 3 & 4 ☐ VCE Mathematics Methods Units 3 & 4

Did you undertake & achieve an "S" Satisfactory result for Mathematics in 2020? ☐ Yes ☐ No

If you did not undertake Mathematics during Year 11 you will need to undertake up to one Unit of Mathematics during Year 12. This will be timetabled into your Semester 1 VCAL program. If this is the case please write the Mathematics course you were recommended for at Year 11. *If you are not sure, please ask Ms Eskander (Maths Learning Area Coordinator) to assist you.*

☐ Foundation Mathematics ☐ General Mathematics

Student Signature: _____ Date: _____ / _____ / 2020

Parent Signature: _____ Date: _____ / _____ / 2020

IMPORTANT The Course Advisor has checked that the Maths requirement has been attained by the student during Year 11.

The Course Advisor has checked the student's report for satisfactory completion of Maths during Year 11.

Course Advisor acknowledges this: Maths has been checked YES ☐

Recommended for VCAL? ☐ Yes ☐ No Date Forms submitted: _____ / _____ / 2020

Course Advisor Initials: _____ Course Advisor Signature: _____

HG in 2020 _____

Student Name _____

Item 5: Please clearly indicate your preference by placing numbers 1, 2 and 3 for desired Certificates.

| Proposed Certificates in 2021 | * Scored VCE VET subjects | Approx. Fee (fees in 2021) | Venue (circle one) | Preference (1,2,3) |
|---|---------------------------|-------------------------------|-----------------------|-----------------------|
| TLSC School Based Programs (for VCE & VCAL students) | | | | |
| Certificate III in Acting (Screen) | | \$350 | TLSC | |
| Certificate II in Dance * | | \$250 | TLSC | |
| Certificate III in Health Services Assistance * | | \$215 | TLSC | |
| Certificate III in Screen and Media (Creative & Digital Media) (Multimedia) * | | \$220 | TLSC | |
| Certificate III in Sport & Recreation * | | \$215 | TLSC | |
| Certificate III in Sport & Recreation (Soccer) * | | \$250 | TLSC | |
| Certificate II in Small Business Management (Operations & Innovation) | | \$180 | TLSC | |
| Brimbank Cluster Based Programs (for VCAL students only) | | | | |
| Certificate II Applied Fashion Design & Technology | | \$220 | SAC | |
| Certificate II in Automotive Vocational Preparation | | \$290 | CC | |
| Certificate III Baking | | \$220 | CC | |
| Certificate III in Beauty Services | | \$215 | CRC | |
| Certificate II in Building and Construction | | \$220 | KDC/VUSC | |
| Certificate II & III in Business Administration | | \$215 | CRC/CC | |
| Certificate III in Community Services | | \$215 | CRC/CC | |
| Certificate II in Electrotechnology | | \$280 | CC/VUSC | |
| Certificate II in Engineering Studies | | \$250 | VUSC | |
| Certificate II in Furniture Making | | \$200 | CRC | |
| Certificate III in Allied Health | | \$215 | CRC | |
| Certificate II in Horticulture | | \$250 | CRC | |
| Certificate III in Information Digital Media & Technology | | \$215 | CC/LSC/CRC/ VUSC | |
| Certificate II in Integrated Technologies Cabling | | \$250 | VUSC | |
| Certificate III in Kitchen Operations | | \$350 | CC/KDC | |
| Certificate II Hospitality & II in Kitchen Operations | | \$350 | CRC/SAC | |
| Certificate III in Laboratory Skills | | \$150 | CRC | |
| Certificate II in Make-Up | | \$215 | MC | |
| Certificate III Music Industry - Music Performance Specialisation | | \$215 | CC/SAC | |
| Certificate II to Certificate III Music – Sound Production | | \$150 | CRC /KDC | |
| Certificate II in Picture Framing | | \$150 | CRC | |
| Certificate II in Plumbing | | \$220 | AGA | |
| Certificate II in Salon Assistant | | \$200 | MC | |
| Certificate III in Screen Media (Game) | | \$220 | CRC | |
| Certificate II in Signage and Graphics | | \$220 | CRC | |

Brimbank Cluster Schools: AGA (Apprentices Group Australia), CC (Copperfield College), VUSC (Vic Uni Secondary College), LSC (Lakeview Senior College), CRC (Catholic Regional College Sydenham), KDC (Keilor Downs College), SAC (St Albans College), MC (Marian College)

Office Use Only (checklist):

- ☐ Parent's signature
- ☐ USI number
- ☐ BVC portal registration
- ☐ Submitted on time

VET Leader Signature: _____

Application Outcome:

☐ On the waiting list? (Date: _____)

☐ Confirmed (on portal) Year 1 / Year 2

Certificate: _____

Venue: _____

Day: Tue / Tue / Wed

Time: 8.30 / 9.00 / 1.30 / Other time: (_____)

2021 VET Studies - Student Application Form

Student Name: _____ Home Group in 2020: _____

Student Mobile No: _____ Parent Mobile No: _____

Student Email Address: _____

Student VSN Number:

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

(9 Digit number)

If choosing **VET**, the student needs to include their **VSN (Victorian Student Number)** found on Compass under your personal profile. Ask a HG teacher, Level / VET Leader or Careers team to provide this to you

Student USI Number:

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

(10 Digit number)

*Please note: No applications can be processed without this unique student identifier number.

To apply for your Student USI Number, go to <https://www.usi.gov.au/your-usi/create-usi>

Item 1: I have completed the enrolment form for

- ☐ the VCE program at TLSC in 2021
☐ the VCAL program at TLSC in 2021 (or both)

Item 2: I am applying for

- ☐ First Year (Units 1/ 2)
☐ Second Year (Units 3/ 4)



- What was your VET subject in 2020? _____
- Which school was the VET delivered? _____
- Do you wish to remain in Year 2 of your VET program if you successfully complete in Year 1?
☐ Yes ☐ No, I'm changing my VET

Item 3: Important Information

- There will be Orientation Days/Nights for each course at the end of 2020.
- These will be held at the host venue and are **COMPULSORY** to confirm the enrolment.
- The host school will inform TLSC the outcome of application. Any withdrawals must be made by the VET Leader.
- All VET studies will incur fees for materials. These fees are set by the provider (in 2021 range between \$150 and \$350 depending on the course).
- Host schools may require students to purchase uniforms and/or textbooks. This will be an additional cost. VET classes begin Week 1 in Term 1, 2021, if otherwise informed.

Item 4: Declaration

Student Declaration (please tick):

- ☐ I have read the VET information pages in the TLSC Handbook 2021 and the BVC Student Handbook 2021
- ☐ I have completed the Brimbank VET Cluster contract and attached with this form.
- ☐ I have completed the VET preference page (back of this page).
- ☐ I have registered my preferred course on the BVC's portal (go to <http://www.bvc.vic.edu.au> then click Portal Access - VET is Student).
- ☐ I understand that I may have to travel to another school to undertake my VET subject.
- ☐ I understand that I will be **unable** to change my VET program for 2021 once I have started it.
- ☐ I understand that if commencing or continuing VCAL in 2021, I must be assessed as competent in modules totaling at least 90 hours each semester from my VET program in order to gain the VCAL completion certificate.

Student Name: _____ Signature: _____ Date: ____ / ____ / ____

Parent Declaration (please tick):

- ☐ I understand the requirement for my child to successfully complete their VET studies and will pay the full fee (non-refundable) by the due date in December 2020.
- ☐ I have discussed with my child possible future pathways in relation to his/her subject selections.

Parent/Guardian Name: _____ Signature: _____ Date: ____ / ____ / ____



Contract for students enrolled in VET certificates studies in 2021

Name of Student: _____

Home School: (The school where you attend each day) _____

Name of VET Certificate: _____

I agree to abide by the following conditions while I am enrolled in a VET Certificate Course.

1. I will make payment of fees and course costs according to due dates and maybe withdrawn if fees are not paid.
2. I agree to attend my VET class as timetabled and punctually. Failure to attend VET classes as per cluster policy may result in NOT achieving the Certificate or being withdrawn from VET.
3. My ongoing enrolment in VET will be based on the Delivery Schools Code of Conduct my attendance, effort, attitude and behaviour.
4. I will carry out the set work to the best of my ability and try to make as rapid progress as I can.
5. If I am unable to attend through illness or other cause I will inform the home school as soon as possible.
6. I will follow the instructions of the VET teachers and other teachers and behave sensibly and appropriately at all times both in class and when travelling to and from the VET venue.
7. I agree to follow the rules of any school that I attend for VET programs.
8. I will wear correct home school uniform at all times. I will also wear protective clothing as required.
9. I will attend make up sessions as timetabled when required, work quietly during these sessions and cooperate with supervising teachers.
10. I will give my parents/guardian any notices or correspondence from the home school or the VET institution regarding fees to be paid, or any other matters.
11. I will organise and undertake appropriate work placement as part of my VET program if required at a time agreed upon by my home school.
12. I understand that if I do not keep to these conditions, I may have to withdraw from the above VET Certificate. (Fees will not be refunded)

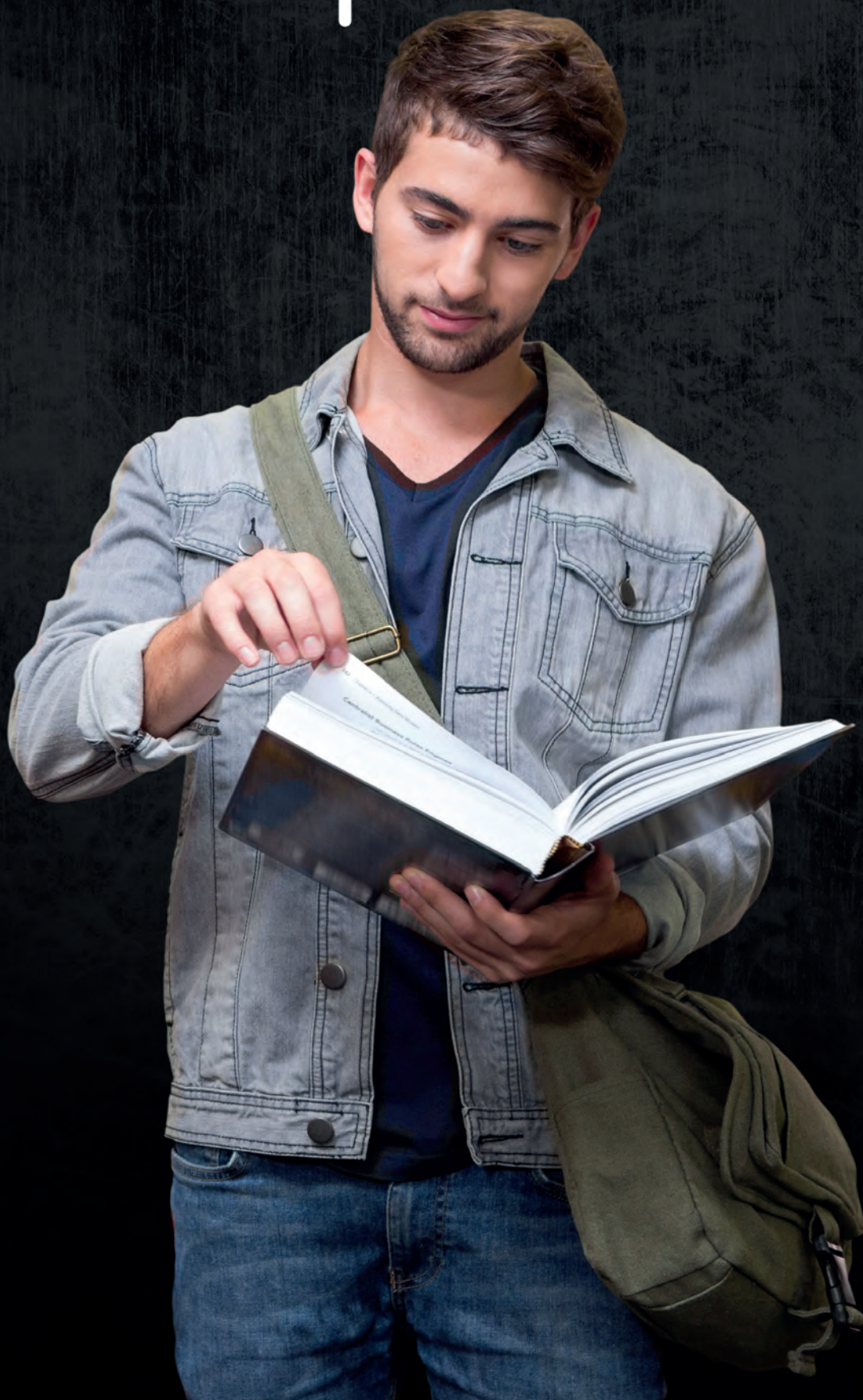
Student Signature: _____ Mobile: _____

Parent Signature: _____ Mobile: _____

Date: ____ / ____ / 2020

Notes:

[illegible]





YEAR 10 • YEAR 11 • YEAR 12
VCE • VET • VCAL
HIGHER EDUCATION STUDIES
ACCELERATED STUDIES



TAYLORS LAKES SECONDARY COLLEGE
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