Kurnai College
Programs of Study 2016

Careers & Pathways VCE, VCAL & VET
Kurnai College – University Campus

Please don’t hesitate to contact
Careers Staff for further information

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CRICO Provider code: 00861K
Dear Students,

As you open the pages of this handbook, you are taking the first steps of your pathway forward. Of course you have been heading down this pathway for sometime now. This big new step is however more exciting, more challenging and maybe even more daunting.

Kurnai College, your college, is determined to assist you choose the course of study that best suits your individual needs and aspirations. Finding the course that best suits your needs may come easily for some and may require careful consideration combined with research and questions for others. In any case, what is important is that you, as young adult learners actively engage with this important task and involve your teachers, course counsellors and your parents and cares in this conversation. The way forward will require commitment and perseverance but there are many people and resources available to support you.

Our college has strong links with Federation University, Federation Training and AGA and our relationship with these organisations can only help us devise further options for all of our students.

My thanks for our team who produce this important resource,

I wish all of the students at our college every success in their studies and pathway!

Anthony Rodaughan
College Principal
WHAT IS A PATHWAY?
Pathway is a word we use to describe our choice in education, training and employment – the steps we take to achieve our goals. The pathway you choose will probably differ from those of your friends, and most likely will be quite different from the pathway your parents have chosen. You may choose to follow the same career as your parents, but how you approach your choice of education and training may be very different, because advances in technology are revolutionising the way we work, do business and socialise.

Your pathways journey can be interesting and challenging, and the pathway you select will depend very much on your personal needs and experiences. Whatever the pathway you choose, you need to spend time investigating what each has to offer before deciding to take it.

THE PROMOTION OF PATHWAYS
One of the advantages of education in Australia is our system of flexible pathways. Flexibility of pathways is a central focus and pursued vigorously by Kurnai College and its partners. It is the first education and training partnership in Australia in which the three main education sectors, employment and industry bodies and local government are all represented under the one roof. This unique partnership offers students:

- Learning pathways across secondary school, vocational and higher education sectors
- Recognition for learning achieved
- A focus on individual learners
- Support in developing your learning pathway
- Increased choice of course options
- Access to a variety of facilities and resources
- Innovative learning through Information Communications and Technology

FINDING OUT WHAT’S OUT THERE
Deciding which career you want to pursue is the first step in planning your future. While this may not be easy while you’re still at school, it helps if you determine a general area that interests you. To find out about career options:

- Talk to your school career counsellor
- Speak to friends and family about choices they made and how they made them
- Surf the internet. Start with the list of great sites listed on page 6 at the end of this section
- Scan the employment section in the newspaper to see what jobs are out there
- Attend the Open Days of universities and TAFE colleges
- Check out the career guidance computer software program CAREER VOYAGE, available in the career’s room
- Combed through The Job Guide, provided to all Year 10 students Australia wide.

AN EDUCATION FOR EVERY STUDENT
Kurnai College provides students in Years 11 and 12, with access to an extensive range of opportunities. Students are able to undertake studies in the following programs of study.

VCE An outstanding qualification that is recognised around the world. Provides pathways to further study at university, TAFE, and into the ‘world of work’.

VCAL A hands-on option that gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

VET Combines general VCE studies with vocational (work) training and experience in the workplace. Able to offer students VET programs from a range of industry areas. VCAL students are required to study a VET subject as part of their VCAL program.

CHOOSING SUBJECTS THAT SUIT YOU STARTING YEAR 11
If you are starting Year 11 you and your parents/caregivers will have already made an important decision about whether to continue your education. However, you need more than the encouragement of parents or caregivers and teachers to succeed in Year 11. To succeed, you need to accept responsibility for your own education. Self-motivation is vital in Year 11.

It’s important to get settled into a good study routine at the beginning of the year. Homework and study requirements will increase markedly in Year 11 and even more so in Year 12. However, study doesn’t have to be a drag, if you have some sound study strategies and time management skills you’ll find it easier to manage your work-load.

Deciding which subjects to study in Year 11 is extremely important. The main factors to consider are:

- Your abilities
- Your interests
- Your career choices
Future Pathways

WE ADVISE NOT TO BASE YOUR SUBJECT CHOICES ON:

 FRIENDS Your friends often have different abilities, interests and motivation from yours.

 TEACHERS Don’t select a subject because your favourite teacher may be teaching it. Teachers are often given other classes or change schools. Choose for you!

 RUMOURS It is pointless to study a subject you are NOT interested in, or NOT good at, because of rumours about jobs or marks.

‘EASY’ SUBJECTS

None of the subjects you will be able to select from are ‘easy’ subjects. Your success in any subject depends on your commitment and enthusiasm.

‘BOY’S / GIRL’S’ SUBJECTS

There are NO separate subjects for boys or girls. If you are good at or interested in a subject then it is for YOU.

WHO TO TALK TO

The Kurnai College Careers Team will be able to give you career advice about the subjects that you select in Years 11 and 12. When you choose your subjects you will need to make sure that your choices match the ongoing career choices that you want to make. The Careers Team will be able to help you with information related to:

• Subjects required for entry to university
• Subjects related to careers / occupations
• Relevant subjects for post secondary course’s at Registered Training Organisations (RTOs), for example TAFE and private providers.

Additional Information

It is advised that students deciding to undertake studies in Years 11 and 12 must be HIGHLY MOTIVATED to succeed. At the end of the first year of study (YR11) there will be for students the option of exiting school and pursuing other training options, such as apprenticeships and traineeships.

Use the following list of useful websites for your career planning and pathways research:

WWW.JOBGUIDE.EDUCATION.GOV.AU
• Describes nearly 600 occupations, and their education and training pathways, as well as career planning and job seeking information.

WWW.MYFUTURE.EDU.AU
• Online career exploration and information service useful for all students and parents.

WWW.CAREER.EDU.AU
• An Australian Government initiative designed for parents and career practitioners to access career development learning opportunities.

WWW.LINKEMPLOY.ORG.AU/YOUTHPATHWAYS.ASP
• Youth Pathways aims to assist the most at-risk young people to make a successful transition through to completion of year 12 (or its equivalent) and ultimately, to further education, training or employment and active participation in the community.

WWW.AUSTRAIANAPPRENTICESHIPS.GOV.AU
• Information about Australian Apprenticeships in a range of industries and how to find them.

WWW.YOUTHCENTRAL.VIC.GOV.AU
• Youth Central - life from every angle. Study, Health, Jobs, Housing, and more.

WWW.JOBGUIDE.THEGOODGUIDES.COM.AU
• You can narrow the list of around 1500 occupations, specialisations and alternative job names by using Job Search.
• The Job Guide also shows useful contact addresses under each entry so that you can find out more detailed information about the occupation.
WHAT IS THE VCE?
The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of your secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work. It is even possible to undertake a school-based apprenticeship or traineeship within your VCE.

WHEN CAN I START MY VCE?
The VCE is designed to be undertaken in Years 11 and 12 but can be started in Year 10. About half of Victorian Year 10 students undertake some VCE units.

WHAT IS A VCE PROGRAM?
A VCE program is the entire set of studies you will undertake to complete your VCE. You can choose from a wide range of VCE studies.

WHAT DO I HAVE TO CHOOSE FROM?
In the VCE there are over 90 studies, or subjects to choose from. A list of all of them can be found on http://www.vcaa.vic.edu.au/vce/studies/.

A VCE study is generally designed to last for one year, and is made up of units. A unit is half a year or a semester in length. Units 1 and 2 can be taken as single units - that is, just the Unit 1 or just the Unit 2 - but Units 3 and 4 must be taken as a sequence of two units. If you enrol in Unit 3 in a study, you will also be expected to enrol in Unit 4 of that study, usually in the same year.

A VCE program will generally consist of 20 to 24 units taken over two years, although you can vary the number of units that you do in one year.

VCE PROGRAM REQUIREMENTS
To obtain your VCE, you must satisfactorily complete at least 16 units. The 16 units can include VET.

Regardless of how many units you do altogether, you must satisfactorily complete:

• At least three units from the English Group listed below:
  • Foundation English Units 1&2
  • English as a Second Language (ESL) Units 1-4
  • English Language Units 1-4
  • Literature Units 1-4

No more than two Units 1 and 2 level may count towards the English requirement. To gain an Equivalent National Tertiary Entrance Rank (ATAR) you must complete both Units 3 and 4 of an English sequence.

• Three sequences of Units 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VET programs. You need to be aware that VTAC places restrictions on certain combinations of VCE and VET studies. If you intend applying for an Equivalent National Tertiary Entrance Rank (ATAR) at the end of your VCE, you will need to be aware of these restrictions. Talk to your VCE Coordinator.

EMMA TELFORD
VCE Student 2014

Emma began Year 11 with no particular career path in mind, so she decided to choose a range of subjects that suited her interests. She studied English, Literature, Further Maths, German, Media and Year 12 Theatre Studies. Emma was passionately interested in languages and performing arts, so she made sure to choose subjects that could lead her in this direction in her tertiary studies. For Emma, like most students, Year 12 was a stressful but valuable experience which helped her to discover what she wanted to pursue after VCE. By attending the university trip, open days and researching course options, Emma found two particular courses which caught her eye. She auditioned for a Bachelor of Fine Arts at the Victorian College of the Arts, and although she was unsuccessful in her application, Emma was equally as excited to apply for a Bachelor of Arts at Monash University. At first she was stressed about not having a specific career in mind, but by researching courses Emma found that a BA is a great way to explore a wide range of subjects. Not only that, but it also gave her a lot of opportunities to shape her own degree as well as numerous study abroad options. For Emma, the open days were the most useful way to learn about various course options and definitely influenced her decision to attend Monash University. Emma was fortunate enough to obtain the score she needed to be accepted into a Bachelor of Arts at Monash and is considering adding a diploma of languages to her degree in her second year.
Students attending Kurnai College – University Campus have a choice of two certificates of study – the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

VCAL is a secondary senior school certificate that runs parallel to the VCE. VCAL has a different primary focus than VCE, focusing primarily on preparing students for work rather than further study. The VCAL certificate is of equal weight to the VCE. In general VCAL allows students greater flexibility and caters for a more ‘hands on’ approach to their learning.

The VCAL program is an option for Year 11 and 12 students who have more of an interest in pursuing an apprenticeship, training at TAFE or seeking employment. Students choosing a VCAL program will gain practical work-related experience and ‘employability’ skills, along with the skills required to pursue further training in the workplace or at TAFE.

**STRUCTURE OF COURSE**

The VCAL course of study consists of the following components:

- 3 days attending at the University Campus
- 1 day completing VET course
- 1 day undertaking Work Placement

**QUALIFICATIONS**

The VCAL program is accredited at three levels:

- Foundation
- Intermediate
- Senior

These levels cater for all students with different abilities and interests. The levels provide a progression of skills, knowledge and attitudinal development.

**ENTRY REQUIREMENTS**

There are no formal entry requirements for VCAL, except that all students must choose a VET course that suits their needs. Students are able to choose the level of VCAL to suit their own learning needs, abilities and interests.

**CHOOSING A PROGRAM**

**STEP 1** Identify your interests, abilities and strengths and link these with appropriate work/career choices.

**STEP 2** Consider the Vocational Education (VET) programs that the College offers and get some ideas about which options you are most interested in.

**STEP 3** Identify which English and Maths level you want to study (Hint: discuss this step with your Year 10 teacher(s) and listen to their advice).

Please Note:

An individual course selection interview is compulsory in order to ensure you choose a program suitable to your needs/goals.

**HOW IS THE VCAL STRUCTURED?**

The VCAL program has four curriculum areas that are known as strands. These strands are:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills

All learning programs must include elements from each strand.

**ASSESSMENT**

VCAL units are assessed by generic sets of learning outcomes that are competency based. Assessment is not meant to be an “add on”, but flow from the student activities.

VCE, VET and other components are assessed as they would normally be assessed.

**FLEXIBILITY**

There are a great deal of cross-credits between VCE and VCAL. Students who start a VCAL program may decide to move into a VCE program at some stage. Credit transfers in the two VCAL units, Work Related Skills (WRS) and Personal Development Skills (PDS), can be counted towards the VCE award.

Students can use activities such as part-time community or volunteer work to contribute towards their learning outcomes.

**WHAT MUST STUDENTS DO TO RECEIVE A VCAL QUALIFICATION?**

A student is awarded a certificate when they gain 10 credits. A credit is gained for successful completion of a unit of study.

Each unit of study must be justified against the purpose statement for each of the four VCAL curriculum strands.

A student’s VCAL learning program must include:

- a minimum of two VCAL units
- at least one literacy unit
- at least one numeracy unit
- at least one unit from the Industry Specific Skills strand (VET)
- at least five credits at the level of the VCAL they are enrolled in; of which one must be literacy and one VCAL Personal Development Skills unit.
LACHLAN (LACHIE) MUSGROVE  
Intermediate VCAL Student 2014

Lachie commenced Intermediate VCAL at Kurnai College, University Campus in 2014. After meeting with the Careers advisor in November 2013 and discussing career paths and options he had made up his mind that he wanted to become a Boilermaker. Through out the first term of year 11 he was guided and encouraged by his VCAL teachers and was able to secure work placement each Friday at a major Metal Engineering business in Morwell. This work placement provided him with a lot of hands on experience as well as an indication of what it is like to work as part of a team and what was required to one day be an excellent Tradesperson. Lachie worked hard in making sure that he did what was necessary, in and out of class and respected his teachers and class mates. He had made up his mind that he wanted to secure an apprenticeship before he turned 18 and knew that to do that was by working hard and doing his best! In May 2014, he was part of a group of students that were selected to go over to Tasmania to assist with erecting a shed that was destroyed by bush fires. He gained a lot from this experience working long hours during the day and coming back to his accommodation where they would plan and cook meals, and then head off into the night to discover some of Tasmania’s wild life. Lachie gained a lot from this experience and would often reflect on what was achieved and the fun they had whilst doing it. In May 2015 the Student Group attended a VCAL award presentation in Melbourne and were presented with the “2014 VCAL Senior Team achievement award. Halfway through the year the school held a careers information session and a representative from Yallourn Energy came and spoke about the Power Station and the recruitment process. In August, with the help of the careers team and his VCAL Teachers Lachie participated in two weeks of work placement in the Combustion Team at Yallourn Energy. This opportunity allowed him to undertake supervised hands on work experience within a power station and also exposed him to the more direct duties of a boiler maker. In November 2014, Lachie applied for an Apprentice Boiler making position at Yallourn Energy. The recruitment process included an aptitude test, then a group interview, and then a one on one interview. Just before his last interview the Careers team at the school helped him by running a mock interview. On the 15th of December Lachie received the phone call that he had been waiting for and was told that he had been successful in gaining an apprenticeship as a Boilermaker. On the 17th of December Lachie attended the schools awards night and was shocked but also rapt that he had had won the 2014 Overall VCAL Student award.

Enhancement Studies

WHAT IS ENHANCEMENT STUDY?
Enhancement studies are university subjects taken with the VCE. It is a great way to challenge and extend the interest of high achieving students in a subject beyond the VCE. They are not VCE units and cannot be counted as part of the 16 units required for satisfactory completion.

WHO CAN DO ENHANCEMENT STUDIES?
Enhancement studies are meant for high achieving students who have shown outstanding results.

WHAT ENHANCEMENT STUDIES ARE AVAILABLE?
Universities offer enhancement studies in areas such as:
- Mathematics
- Chemistry
- Accounting
- Media Studies
- Australian History/Politics
- Computer Systems/Computer Programming
- Philosophy

WHAT ARE THE BENEFITS?
Students are provided with intellectual challenges and an approach to learning that may not otherwise be available in the normal Year 12 program.

Students may gain an additional 4.0, 5.0 or 5.5 points towards their aggregate in the calculation of their Equivalent National Tertiary Entrance Rank (ATAR).

Students are able to gain an insight into the demands of university study, which can greatly assist their transition from school to full-time university study.

ELIGIBILITY CRITERIA
- Students will have demonstrated outstanding achievement.
- In most cases students will have completed the preparatory study in Unit 3-4 during their Year 11 program.
- In some cases a student may be selected on the principal’s evaluation of their Year 11 performance and undertake the preparatory Unit 3-4 sequence concurrently with the enhancement study.
Kurnai College offers students a wide variety of VET (Vocational Education and Training) courses which appeal to different interests and careers pathways. VET programs can combine with either VCE or VCAL studies and provide the opportunity for vocational training and experience in the workplace.

VET programs are designed to help students develop skills in a vocational area and assist them to make the transition to further education or training, work or a blend of both training and work.

Successful completion of a VET in the VCE program provides students with:
- two qualifications: a Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) and a VET Certificate
- two Statements of Results giving details of units completed in the VCE or VCAL and modules/units of competence completed in the VET qualification
- the ability to progress into further vocational education and training courses
- workplace experience including structured workplace learning.

Students value the VET in the VCE program because it:
- allows them to combine general and vocational studies which for many, provides a practical focus
- gives them direct experience of business and industry, which employers value in selection.
- gives an advantage when applying for apprenticeships, since there is greater demand for a semi-skilled workforce rather than an unskilled one
- apprenticeships are more likely to go to students who have developed skills and have demonstrated motivation and interest in their chosen area.

Employers value the VET in the VCE program because it:
- contributes to the development of entry level skills for their industry
- provides students with a practical and focused introduction to workplace requirements
- enables employers to use the program for selection purposes
- enables industry to participate in local community networks.

Kurnai College is part of the Baw Baw Latrobe VET Cluster providing access to a range of courses from Eastern Victorian Group Training, Federation Training and Apprenticeships Group Australia.

Entry into VET programs is not automatic, with students needing to apply by submitting an application and successfully complete an interview or attend a group information session.

**SCHOOL BASED NEW APPRENTICESHIPS**

School based new apprenticeships involve students in a program of part time work, off-the-job training and VCE or VCAL classes. In most cases, the completion of the part-time apprenticeship will contribute units towards the completion of a VCAL or VCE certificate.

Part-time apprenticeships are available in a range of training packages and will require the student to apply to the organising training organisation. The local VET cluster has an employment officer who can assist students to locate suitable employment and can help to negotiate suitable training with part-time jobs. Some students can complete part-time apprenticeship related to their employment and will need to talk to their employer to see whether there are part-time apprenticeships in that area.

Two areas in which students completed school based new apprenticeships in 2006 were the power industry and retail operations.

### VET Snapshot

**MARK FOSTER**

Year 12 VCE / VET student 2014

Mark always knew that he wanted to obtain a trade qualification and undertook two weeks work experience in Year 10 with a local builder. Also wanting to complete his VCE, Mark chose his Year 11 subjects wisely which included: English, General Maths, Visual Communication, Design Technology (Year 12 Subject) and VET – Certificate II in Building & Construction. He was initially looking at completing an apprenticeship through the army, however during year 11 changed his mind and decided that he would try to obtain an apprenticeship with a local employer. To build on his resume as well as gain as much experience as he could, Mark completed one week of work experience in the first half of the year during the school holidays with a Plumber. Realising that this was the profession he wanted to get into, he then undertook another two weeks of work experience in the second half of the year with a local plumber, who was so happy with his work that he offered him a school based apprenticeship during his Year 12 studies.

Completing a school based apprenticeship allowed Mark to continue with his VCE studies but gain the necessary skills and qualifications to give him the best opportunity in gaining a full time apprenticeship once he completed his required school work. Always maintaining a fantastic work ethic Mark also worked part time at Ritchie’s IGA, Churchill. In Mid-September after deciding to go Non ATAR and completing all the necessary work to pass his VCE, Mark was successful in obtaining a full time Plumbing Apprenticeship with AGA. Currently, Mark is completing his apprenticeship as well as working part time with Ritchie’s IGA and Bensons Timber and Hardware.
Advanced Program

The Advanced Program / Australian Air Force Cadets (AAFC) is all about providing students with the opportunities to learn new skills and enhance employment prospects in later life, but most importantly the program is designed to give students an appreciation for community service. As a participant in the program, you will develop four key competencies - leadership, team building, first aid and cardio-pulmonary resuscitation (CPR) over the first two years of the training program. You will also be required to achieve as a minimum, a bronze level award in the Duke of Edinburgh’s Award Scheme.

Today, the AAFC continues to train young men and women in aviation and defence skills. The AAFC is administered by the RAAF through the Australian Cadet Forces Scheme that operates throughout Australia. Becoming a cadet in the AAFC will provide you with an insight into an arm of the Australian Defence Force while gaining many valuable skills for your future career.

TRAINING

You will be committed to attend training at 424SQN once per week. This is done as part of your school program. Occasional weekend and school vacation activities are in the program.

You will ATAR the program as a recruit and receive basic training in Service Knowledge and Drill Ceremonial. On satisfactory completion of basic training you will be enrolled into the AAFC as a cadet member, and will then be issued with an AAFC service number and uniforms.

FLIGHT LEVEL TRAINING

There are three levels of training at Flight level to be undertaken by cadets. These are Basic, Proficiency and Advanced. The following topics are included:

- Aeronautical Knowledge
- Aircraft Recognition
- Field Craft
- Meteorology (elective topic)
- Administration, Instructional Technique and Management technique
- Advanced Service Knowledge
- Aero Modelling (plastic and flying) electives
- Aero Engines
- Personal Development
- Team Building

WORK EXPERIENCE

The AAFC conducts a very viable Work Experience Program in which participating cadets are able to work not only on RAAF bases, but also within several aviation companies such as QANTAS.

COLLEGE WIDE PROGRAM

Important note to students/cadets already in or contemplating joining the program

Students/Cadets already involved in the program can continue with this unit right throughout their schooling years and beyond.

Students in Years 11 and 12 will need to take care with VCE unit selection so that they have the courses they need while continuing with their regular AAFC commitment.

Each cadet/student will receive semester reports on achievements within the unit. The program is presently not a VCE unit of work, but gives students valuable experience in a wide range of areas for later life.

WHAT DOES IT COST TO BE A CADET?

Kurnai College 424SQN requires an annual subscription of $80.00, which can be paid annually, per term, or per week depending upon arrangements in place. There may also be some costs involved with flying, bivouacs or other special activities being undertaken by the Flight. Uniforms are provided by the AIRTC and must be returned upon termination.

The program is open to all young people aged between 13 and 18 years. Medical and physical requirements must be met and applicants must be of Australian citizenship.

Feel free to call the College about the program to discuss and further your interest in the Advanced Program / AAFC. Enquiries to Wayne Bass (03) 5165 0600 / 0439 749 382 or to AAFC staff at your campus.

MOST IMPORTANTLY you must have dedication and be able to follow instruction.
Accountant 12
Advertising Account Executive 12
Agricultural Scientist 12
Architect 13
Automotive Mechanic 13
Beauty Therapist 13
Carpenter 14
Chef 14
Childcare Worker 14
Chiropractor 15
Civil Engineer 15
Dentist 15
Dietitian 16
Economist 16
Electrical Engineer 16
Electrician 17
Environmental Engineer 17
Event Manager 17
Fashion Designer 18
Fitter & Turner 18
Games Developer 18
Graphic Designer 19
Hairdresser 19
Human Resource Manager 19

Interior Designer 20
Journalist 20
Lawyer / Legal Clerk 20
Marketing Coordinator 21
Medical Practitioner 21
Nurse 21
Park Ranger 22
Pharmacist 22
Photographer 22
Physiotherapist 23
Plumber 23
Project Manager / Construction 23
Psychologist 24
Radiographer 24
Social Worker / Youth Worker 24
Stockbroker 25
Teacher 25
Town Planner 25
Visual Artist 26
### Accountant

**VCE Study Pathway**

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<th>YEAR</th>
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<th>OTHER CHOICES</th>
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<td>General Maths</td>
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<td>Information Technology</td>
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<td>English</td>
<td>Further Maths</td>
<td>Accounting</td>
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**Double check**

**BEFORE FINALISING UNITS:**
Consult a careers adviser and to check: Tertiary entry requirements, Prerequisites, TAFE credit transfer details, Recommended units, Special requirements (folio /interview /audition).

**ABOUT OTHER UNITS:**
Select units that best complement your intended career option/s and which meet the prerequisites / recommendations for your intended course. Make sure you meet all the VCE requirements.

**What’s next?**
Look up the details of the VCE Unit Descriptions (page 27)

### Advertising Account Executive

**VCE Study Pathway**

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### Agricultural Scientist

**VCE Study Pathway**

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**What’s next?**
Look up the details of the VCE Unit Descriptions (page 27)
## Architect

### VCE Study Pathway

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**What’s next?** Look up the details of the VCE Unit Descriptions (page 27)

## Auto Mechanic

### VCE Study Pathway

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**What’s next?** Look up the details of the VCE Unit Descriptions (page 27)

## Beauty Therapist

### VCE Study Pathway

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**What’s next?** Look up the details of the VCE Unit Descriptions (page 27)
### Carpenter

**VCE Study Pathway**

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**What’s next?**
Look up the details of the VCE Unit Descriptions (page 27)

### Chef

**VCE Study Pathway**

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**What’s next?**
Look up the details of the VCE Unit Descriptions (page 27)

### Childcare Worker

**VCE Study Pathway**

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**What’s next?**
Look up the details of the VCE Unit Descriptions (page 27)
### Chiropractor

**VCE Study Pathway**

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### Dentist

**VCE Study Pathway**

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### Dietitian

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**What’s next?**
Look up the details of the VCE Unit Descriptions (page 27)

### Economist

**VCE Study Pathway**

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**What’s next?**
Look up the details of the VCE Unit Descriptions (page 27)

### Electrical Engineer

**VCE Study Pathway**

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**What’s next?**
Look up the details of the VCE Unit Descriptions (page 27)
**Electrician**

**VCE Study Pathway**

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**What’s next?**
Look up the details of the VCE Unit Descriptions (page 27)

**Environmental Engineer**

**VCE Study Pathway**

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**What’s next?**
Look up the details of the VCE Unit Descriptions (page 27)

**Event Manager**

**VCE Study Pathway**

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**What’s next?**
Look up the details of the VCE Unit Descriptions (page 27)
Fashion Designer

VCE Study Pathway

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What’s next:
Look up the details of the VCE Unit Descriptions (page 27)

Fitter & Turner

VCE Study Pathway

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What’s next:
Look up the details of the VCE Unit Descriptions (page 27)

Games Developer

VCE Study Pathway

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What’s next:
Look up the details of the VCE Unit Descriptions (page 27)
### Graphic Designer

#### VCE Study Pathway

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**What’s next?**

Look up the details of the VCE Unit Descriptions (page 27)

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### Hairdresser

#### VCE Study Pathway

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**What’s next?**

Look up the details of the VCE Unit Descriptions (page 27)

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### Human Resource Manager

#### VCE Study Pathway

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**What’s next?**

Look up the details of the VCE Unit Descriptions (page 27)
### Interior Designer

#### VCE Study Pathway

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**What’s next:**
Look up the details of the VCE Unit Descriptions (page 27)

### Journalist

#### VCE Study Pathway

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**What’s next:**
Look up the details of the VCE Unit Descriptions (page 27)

### Lawyer / Legal Clerk

#### VCE Study Pathway

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**What’s next:**
Look up the details of the VCE Unit Descriptions (page 27)
### Marketing Coordinator

**VCE Study Pathway**

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**What’s next?**

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### Medical Practitioner

**VCE Study Pathway**

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**What’s next?**

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### Nurse

**VCE Study Pathway**

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**What’s next?**

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**Park Ranger**

**VCE Study Pathway**

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What's next?
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**Pharmacist**

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What's next?
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**Photographer**

**VCE Study Pathway**

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### Physiotherapist

**VCE Study Pathway**

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### Plumber

**VCE Study Pathway**

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WHAT'S NEXT?

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### Project Manager / Construction

**VCE Study Pathway**

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WHAT'S NEXT?

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**Psychologist**

**VCE Study Pathway**

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**What’s next?**
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**Radiographer**

**VCE Study Pathway**

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**What’s next?**
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**Social Worker / Youth Worker**

**VCE Study Pathway**

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**What’s next?**
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Stockbroker

**VCE Study Pathway**

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What’s next?

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Teacher

**VCE Study Pathway**

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What’s next?

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Town Planner

**VCE Study Pathway**

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What’s next?

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## Visual Artist

### VCE Study Pathway

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THE VCAA WEBSITE HAS MORE DETAILS ABOUT VCE STUDIES, INCLUDING:
- past and sample exams
- study designs
- assessment advice
- teacher support materials

HTTP://WWW.VCAA.VIC.EDU.AU/VCE/STUDIES/
English KLD

English Language

The subject of English Language combines learning about the nature of language in human thought and communication with learning how to use English more effectively and creatively. It is informed by the discipline of linguistics and integrates a systematic exploration of the nature of the English Language. Students develop skills in the description and analysis of a diverse range of spoken and written English texts.

Unit 1 Language and Communication

EL1

In this unit, students consider the way language is organised as a means to make sense of experiences and to interact with others. They explore the various functions of language and the nature of language as a highly elaborate system of signs. They consider the relationship between speech and writing and the impact of situational and cultural contexts. Students investigate children’s ability to acquire language, and the stages of language acquisition across a range of subsystems.

AREAS STUDIED
• The Nature and Functions of Language
• Language Acquisition.

Unit 2 Language Change

EL2

In this unit, students focus on the factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and contemporary texts, considering how all subsystems are affected. They examine how English has been transformed over the centuries and explore the various possibilities for the future of English around the globe and the cultural repercussions attached to this.

AREAS STUDIED
• English Across Time
• Englishes in Contact.

Unit 3 Language Variation & Social Purpose

EL3

In this unit students investigate English language in the Australian social setting, along a continuum of informal and formal registers. They consider language as a means of societal interaction and examine the stylistic features of formal and informal language in both spoken and written modes. They learn how language can be indicative of relationships, power structures and purpose – through the choice of a particular variety of language.

AREAS STUDIED
• Informal Language
• Formal Language.

Unit 4 Language Variation & Identity

EL4

In this unit students focus on the role of language in establishing and challenging different identities. They look at the many varieties of English in Australian society, including national, regional and cultural variations. Students examine both print and digital texts to consider the ways different identities are constructed. Such historical and contemporary texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

AREAS STUDIED
• Language Variation in Australian Society
• Individual and Group Identities.

English / ESL

The study of English focuses on a variety of forms of responses to texts including media texts, the achievement of competence and confidence in writing for different purposes and audiences and the use of oral language to interact positively and confidently with audiences in formal and informal settings.

The compulsory English aspect of the VCE is satisfied by the completion of any three of the following units of English. All Unit 3 and Unit 4 subjects must be taken as a sequence eg. English Unit 1 & 2 plus English Unit 3 & 4 or Literature 3 & 4. VCAA recognises ESL in Units 3 & 4.

Unit 1

EN12

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

AREAS STUDIED
• Reading and creating texts
• Analysing and presenting argument

Unit 2

EN22

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

AREAS STUDIED
• Reading and comparing texts
• Analysing and presenting argument

Unit 3

EN34

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted.

AREAS STUDIED
• Reading and responding, creating and presenting and using language to persuade.

Unit 4

EN34

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written texts suggested by their reading within the chosen context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

AREAS STUDIED
• Reading and responding, creating and presenting.
Focuses upon the enjoyment and appreciation of reading that arises from discussion debate and exploring the meaning of literary texts. Students reflect on the interpretations of others as well as their own.

**Unit 1 Approaches to Literature**

**LI12**

Students focus on the ways in which the interaction between text and reader creates meaning. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

**AREAS STUDIED**

- Reading practices
- Ideas and concerns in texts

**Unit 2 Context and connections**

**LI22**

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted.

**AREAS STUDIED**

- The text, the reader and their contexts
- Exploring connections between texts

**Unit 3**

**LI33**

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader.

**AREAS STUDIED**

- Adaptations and transformations, views and values considering alternative viewpoints.

**Unit 4**

**LI34**

This unit focuses upon student’s creative and critical responses to texts. Students consider the context of their responses as they engage in close and critical analysis of a range of texts.

**AREAS STUDIED**

- Creative responses to texts and close analysis of texts.

---

**Health and Human Development**

If you want to be a teacher in the Health or Physical Education area, work in health promotion, be a Nurse, Medical Practitioner, Dietician, Childcare or Welfare worker, Health Development 1–4 is highly recommended. These units are also beneficial if you are working in any aspect of the food and health sector.

It is recommended that students undertake units 1 and 2 Health and Human Development prior to studying Units 3 and 4.

**Unit 1 The Health and Development of Australia’s youth**

**HH11**

Explores the physical, social, emotional and intellectual development and the factors effecting health status of Australian Youth.

**AREAS STUDIED**

- Understanding health and development.
- Youth health and development.
- Health issues for Australian youth.

**Unit 2 Individual human development and health issues**

**HH12**

Explores the physical, social, emotional and intellectual development and the factors effecting health status of Australian children, adults and prenatal.

**AREAS STUDIED**

- The health and development of Australia’s children.
- Adult health and development.
- Prenatal health and development.

**Unit 3 Australia’s health**

**HH33**

Examines the health status of Australians and the role that government and non-government organisations play in the prevention of ill health.

**AREAS STUDIED**

- Understanding Australia’s health.
- Promoting health in Australia.

**Unit 4 Global Health and Development**

**HH34**

Focuses on global health and human development. The role of government and non-government aid agencies who are working towards achieving sustainable health and development globally is explored.

**AREAS STUDIED**

- Introducing global health and human development.
- Promoting global health and development.
Outdoor Environmental Studies

Outdoor Environmental Studies provides is a combination of both practical and theory with provides students with the means to develop understanding and knowledge of natural environments.

*Students are expected to attend overnight camps throughout the year. Total cost is approximately $300.00 for Year 11 students and $400.00 for Year 12 students.

Unit 1 Exploring Outdoor Experiences
OES12
This unit examines the ways in which humans understand and relate to nature through experiences of outdoor environments. Through related outdoor experiences students develop the practical skills and knowledge required to live comfortably, with minimal impact, in natural environments.

**AREAS STUDIED**
- Motivations for outdoor experience
- Experiencing outdoor environments

Unit 2 Discovering Outdoor Environments
OES12
This unit focuses on characteristics of outdoor environments, human impacts on natural environments, and how changes to nature affect people. A clear understanding of the impact of technology and changing human lifestyles on natural environments should also be developed.

**AREAS STUDIED**
- Investigating outdoor environments
- Impact on outdoor environments

Unit 3 Relationships with Outdoor Environments
OES34
This unit focuses on the relationship between humans and outdoor environments in Australia and how these relationships and perceptions have changed over time. Students will have one or more related outdoor experiences of natural environments and areas where there is evidence of human intervention.

**AREAS STUDIED**
- Historical relationships with outdoor environments
- Contemporary relationships with outdoor environments

Unit 4 Sustainable Outdoor Relationships
OES34
This unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the natural environments and the capacity to support the future needs of contemporary Australian Society.

**AREAS STUDIED**
- Healthy outdoor environments
- Sustainable outdoor environments

Physical Education

If you want to complete a Physical Education/Human Movement/Exercise Science degree or work in the Sport and Recreation industry Physical Education 1-4 is highly recommended. These units are also beneficial if you are interested in a career in Nursing, Physiotherapy etc. It is recommended that students undertake Unit 2 Physical Education prior to studying Unit 3 and 4.

Unit 1 Bodies in Motion
PE11
In this unit students explore how the body systems work together to produce movement and analyses this motion using biomechanical principals. Using practical activities students demonstrate biomechanical principles and the relationships between the body systems and physical activities. Students also learn about injury prevention.

Unit 2 Sports coaching & physically active lifestyles
PE22
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Influences, methods applied and the skills used by coaches are studied. Students are also introduced to physical activity and the role it plays in the health and wellbeing of the population.

Unit 3 Physical activity participation & physiological performance
PE33
This unit introduces students to an understanding of physical activity and sedentary behavior from a participatory and physiological perspective. Students apply various methods to assess physical activities analyse the data and investigate the contribution of energy systems to performance in physical activity.

Unit 4 Enhancing Performance
PE34
Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Students also gain knowledge in performance enhancement and recovery practices.
In Foundation Mathematics there is a strong emphasis on using Maths in everyday life for personal use, work and study.

Students completing this course can study Year 11 General Maths the following year.

VCE Foundation maths leads to General Maths but not a Year 12 Maths course.

**Areas Studied**
- Space and design
- Patterns and number
- Data
- Measurement

Students are advised to consult career teachers, career guides, and current maths teachers before they choose their maths subjects.

Remember that Maths opens many doors.
### Biology

Biology is the key to understanding the natural world and the place of every living thing within it. Not only does biology help us to understand the natural world, it also ventures into the realm of biotechnology which has been the basis of research advances in genetics, organ transplants, conservation strategies and treatments for disease.

It is recommended that students undertake Units 1 and 2 before they begin Units 3 and 4.

**Unit 1 How do living things stay alive?**

**BI11**

Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs.

**AREAS STUDIED**

- Structure and functioning of cells and how the plasma membrane contributes to survival
- Structural, physiological and behavioural adaptations of organisms that enable them to survive in a particular habitat
- Students design and conduct a practical investigation into the survival of an individual or a species

**Unit 2 How is continuity of life maintained?**

**BI12**

Students focus on DNA replication and transmission of biological information from generation to generation including cell reproduction and cell division.

**AREAS STUDIED**

- Consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement
- Nature of genes and the use of genetic language
- Investigation of an issue involving reproduction and/or inheritance

**Unit 3 Signatures of Life**

**BI33**

Students consider the molecules and biochemical processes that are indicators of life: synthesis of biomolecules, biochemical processes and detecting and responding.

**AREAS STUDIED**

- Molecules of Life: focuses on the activities of cells at the molecular level
- Detecting and Responding: focuses on how cells detect biomolecules that elicit particular responses depending on whether the molecules are ‘self’ or ‘non-self’

**Unit 4 Continuity and Change**

**BI34**

Students examine evidence for evolution of life forms over time; changes to species, similarities and differences between organisms, the universality of DNA and the conservation of genes as evidence for ancestral lines of life.

**AREAS STUDIED**

- Heredity: molecular genetics, inheritance in asexually reproducing organisms and patterns of transmission of heritable traits in sexually reproducing organisms.
- Change over time: change to genetic material, changes to species and examining the process of natural selection as a mechanism for evolution.

### Chemistry

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. If you intend following a career in, for instance, nursing, forensic science, engineering, medicine, pharmacy, agricultural science, horticulture, sports science, environmental studies, agriculture, biomedical sciences; then Chemistry is an essential element.

The study of Chemistry allows you to relate many chemical concepts to everyday events while providing a strong base for further studies in the sciences.

**Unit 1 How can the diversity of materials be explained?**

**CH12**

This unit focuses on the chemical properties of a range of materials form metals and salts to polymers. A study of the periodic table of elements and electronic structure is used to develop an understanding of the types of bonding and structures in the materials investigated. An introduction to quantitative concepts will also be undertaken to help determine the composition of substances.

**AREAS STUDIED**

- How can knowledge of elements explain the properties of matter
- How can the versatility of non-metals be explained
- Research investigation

**Unit 2 What makes water such a unique chemical?**

**CH12**

This unit focuses on the properties of water and the reactions that take place in water including acid-base and redox reactions. Students are introduced to the principles of stoichiometry and the analytical techniques used to measure solubility and concentration of solutes. There is also a strong emphasis on environmental chemistry.

**AREAS STUDIED**

- How do substances interact with water
- How are substances in water measured and analysed
- Practical investigation

**Unit 3 Chemical Pathways**

**CH34**

This unit allows students to investigate techniques available to analytical chemists to analyse products in the laboratory. They also investigate organic chemistry with an emphasis on reaction pathways.

**AREAS STUDIED**

- Analytical analysis
- Instrumentation
- Organic reaction pathways
- Biochemical fuels

**Unit 4 Chemistry at Work**

**CH34**

This unit examines the industrial production of chemicals and the energy changes associated with chemical reactions. The factors that affect the rate and extent of chemical reactions and the analysis of chemical and energy transformations is undertaken.

**AREAS STUDIED**

- Industrial chemistry and equilibrium reactions
- Supplying and using energy
Environmental science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems. How are Earth’s systems connected?

<table>
<thead>
<tr>
<th>Unit</th>
<th>How are Earth’s systems connected?</th>
<th>How can pollution be managed?</th>
<th>How can biodiversity and development be sustained?</th>
<th>How can the impacts of human energy use be reduced?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES1</td>
<td>In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.</td>
<td>In this unit students explore the concept of pollution and associated impacts on Earth’s four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making.</td>
<td>In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.</td>
<td>In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.</td>
</tr>
</tbody>
</table>

**Areas Studied**
- How is life sustained on Earth?
- How is Earth a dynamic system?
- Practical investigation

**Areas Studied**
- When does pollution become a hazard?
- What makes pollution management so complex?
- Case study

**Areas Studied**
- Is maintaining biodiversity worth a sustained effort?
- Is development sustainable?

**Areas Studied**
- What is a sustainable mix of energy sources?
- Is climate predictable?
- Practical investigation
Psychology

As a science, Psychology aims to describe, explain and predict thoughts, feelings and behaviour. Through the use of research methods you will be able to develop skills in analytical and critical thinking. These skills enable students to gain an understanding of themselves, and their relationships with others in the society.

The skills taught include the ability to:

- Investigate and inquire scientifically
- Apply psychological understandings
- Communicate psychological information and understandings.

### Unit 1 How are behaviour and mental processes shaped?

**PY11**

Students investigate the structure and functioning of the human brain and central nervous system. Psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours are investigated.

**AREAS STUDIED:**

- How does the brain function: Understanding human brain structure and function
- Psychological development: investigating interactions between biological, psychological and social factors
- Research investigation: Student-directed research investigation

### Unit 2 How do external factors influence behaviour and mental processes?

**PY22**

Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

**AREAS STUDIED:**

- Perception: Understanding vision and taste
- Memory and learning: models of memory and learning; the storage and retention of information in memory

### Unit 3 How does experience affect behaviour and mental processes?

**PY33**

Students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. Stress, psychological functioning and management of stress are investigated. Memory and learning are further examined, specifically the acquisition of knowledge and improvement of memory.

**AREAS STUDIED:**

- Nervous system: the central and peripheral nervous systems
- Memory and learning: the neural basis of memory and learning and examine factors that influence the learning of new behaviours

### Unit 4 How is wellbeing developed and maintained?

**PY44**

Students examine levels of consciousness and its effects on mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Mental health continuum is investigated, and a biopsychosocial approach used to analyse mental health and disorder.

**AREAS STUDIED:**

- Consciousness: states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours
- Mental wellbeing: investigating mental health and disorder
- Practical investigation: A student practical investigation related to mental processes and psychological functioning
Physics is a study of the world around you. Key areas include the study of motion, and the laws which govern all moving objects, whether it be a car, a plane or a high speed electron. Physics also explores the interrelationship between electricity and magnetism, and we investigate modern concepts such as Einstein’s Special Theory of Relativity, and the Australian Synchrotron in Melbourne.

This sequence is not generally available to students in Year 10. Unit 3 and 4 can generally only be undertaken after successful completion of Unit 1 and 2.

**Unit 1**

**PH12**

In unit 1 we begin with the study of Thermodynamics as this informs us of the science about the climate change debate. This is followed by the topic of Electricity, in which we become can analyse any circuit as containing ‘series’ or ‘parallel’ components. Connections are made with household wiring and basic control circuits in appliances. Finally, students explore the Big Bang theory and how it contributes to the science of Nuclear Physics and research that is conducted using particle accelerators such as the Synchrotron in Melbourne.

**AREAS STUDIED**

- Thermodynamics
- Global warming and cooling
- Electricity basics
- Series and parallel circuits
- Big bang
- Atoms, isotopes and radio-isotopes.
- Fission and Fusion

**Unit 2**

**PH12**

In this unit students will develop the understanding of Newtonian Physics and how it applies to motion and the action of Forces on objects or in collisions. Student then select from a variety of scientific prompts to investigate a question of interest in relation to stars, flight, optics, medical radiation, sound, human motion, electrical transformers or other Physics phenomena. Finally, the students design and carry out a practical investigation in relation to the topic of motion or electricity and present their findings in a poster format.

**AREAS STUDIED**

- Newtons Laws of motion
- Conservation of Energy and momentum
- Spring, gravitational and kinetic energy
- Individual Theory investigation
- Individual Practical investigation

**Unit 3 Motion & Electronics**

**PH34**

Students expanded their study of motion to more complex ideas such as circular and projectile motion, and apply this knowledge to things like satellites. This is followed by a study of electronics and photonics, with applications such as optic fibre systems. Finally, students study the stress-strain characteristics of materials and balancing forces in structures.

**AREAS STUDIED**

- Projectile Motion
- Circular Motion
- Gravity and Satellites
- Electronic Circuits
- Photonics
- Relativity
- \( E = mc^2 \)

**Unit 4 Energy & Matter**

**PH34**

In Unit 4 students take a closer look at electromagnetism, and relate it to the way in which power is produced and distributed. Light is revisited in more detail, and through exploring different models of light we discover some interesting phenomena of matter – an introduction to quantum theory. Finally we learn about the Australian Synchrotron in Melbourne, specifically considering how it works and its broad applications for industry.

**AREAS STUDIED**

- Behaviour of Light
- Models of Light
- Photoelectric Effect
- The Australian Synchrotron
- Synchrotron Light
Accounting

Accounting is the process of recording, reporting, analysing and interpreting financial data and information which is then communicated to internal and external users of information.

### Unit 1 Establishing and Operating a Service Business

**AC12**
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording reporting and analysing financial data and information.

**AREAS STUDIED**
- Types of small business
- Recording financial data
- Reporting accounting information

### Unit 2 Accounting for a Trading Business

**AC12**
This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions relating to stock. They use financial and non-financial information to evaluate the performance of a business.

**AREAS STUDIED**
- Source documents for a trading firm
- ICT in accounting
- Financial statements
- Evaluation of business performance

### Unit 3 Recording and Reporting for a Trading Business

**AC34**
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system.

**AREAS STUDIED**
- Interpreting accounting information
- Recording financial data
- Balance day adjustments

### Unit 4 Control and Analysis of Business Performance

**AC34**
This unit provides an extension of the recording and reporting processes from unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory system.

**AREAS STUDIED**
- Balance day adjustments
- Stock control
- Budgets
- Financial planning and decision making

Business Management

Business management examines the ways in which people at various levels within a business organisation manage resources effectively to achieve the organisation’s objectives. This is valuable study for anyone thinking of running their own business in the future, or wanting to have a managerial position within a business, as well as those who wish to gain entry into a Business Degree course.

### Unit 1 Small Business Management

**BM1**
This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

**AREAS STUDIED**
- Examination of the characteristics of a range of businesses and their internal and external environments
- Application of decision making and planning skills to establish and operate a small business and evaluate the management of an ethical and socially responsible small business
- The day to day activities which sustain an ethical and socially responsible small business and promote its successful growth

### Unit 2 Communication & Management

**BM2**
This unit looks at the importance of effective communication in achieving business objectives. Students develop knowledge of aspects of business communication and skills related to its effective use.

**AREAS STUDIED**
- Communication in business with an emphasis on its importance and methods
- An examination of the planning used by management to position its products and services in the marketplace
- Examination of the role management plays in creating and maintaining the image of the business

### Unit 3 Corporate Management

**BM3**
In this unit students investigate how large-scale organisations operate, and examine the environment in which they conduct their business.

**AREAS STUDIED**
- The role of large-scale organisations in the Australian economy
- Typical management structures and functions
- Management styles and skills
- Corporate culture and its development
- Ethical and socially responsible management
- Management of different operation systems

### Unit 4 Managing People & Change

**BM4**
In this unit students examine and discuss the key change management processes and strategies.

**AREAS STUDIED**
- Human resource management and the employment cycle
- Workers expectations and motivation
- The role of manager in employee relations
- Managing effectively a significant change issue
**Economics**

**Unit 1 Economics: Choices and Consequences**

EC1

The study of Economics involves a close examination of how a society organizes itself to meet the needs and wants of its citizens. Students will come to understand how the decisions made by individuals, governments, firms and other groups affect what is produced, how it is produced and who receives the goods and services that are produced.

**AREAS STUDIED**

- Role of markets in the Australian economy
- Economic issues that have an impact on living standards and the stability of the economy

**Unit 2 Economic Change: issues and challenges**

EC2

Through a detailed examination of the factors involved in the changing nature of Australia’s population, students will gain an appreciation of potential challenges facing businesses wishing to expand, government budgeting and future living standards.

**AREAS STUDIED**

- Population, employment and change
- Global economic issues

**Unit 3 Economic Activity**

EC3

The focus of this unit is on the economic activity in Australia and the factors that affect the achievement of the Australian government’s economic objectives.

**AREAS STUDIED**

- An introduction to microeconomic: the market system and resource allocation
- An introduction to macroeconomics: output, employment and income

**Unit 4 Economic Management**

EC4

The focus of this unit is the management of the Australian economy, which concentrates on budgetary/fiscal, monetary and microeconomic reform policies.

**AREAS STUDIED**

- Macroeconomic demand management policies
- Aggregate supply policies

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**Geography**

Geography covers a broad range of topics which investigate natural and human environments and the impact of people on them. This study enables students to demonstrate skills in developing and evaluating strategies for the use and management of the world’s limited environmental and human resources.

Geography acts as a link between a range of curriculum areas for example Maths, Science and English. The knowledge gained and skills developed in geography can be applied in a variety of other subjects

Career possibilities - Tourism and recreation, Commerce and management, Town planning, National parks, teaching, Forestry, Government departments

**Unit 1 Natural Environments**

GG11

This unit looks at the characteristics of two natural environments and the changes caused mainly by human activities.

**AREAS STUDIED**

- Natural processes and factors that create natural environments. eg. coasts, mountains, deserts, rivers, volcanoes, glaciers, oceans and
- Tropical rainforests
- Impact of change. eg. deforestation, global warming, tourism, urban expansion, mining, pollution, conservation of important sites

**Unit 2 Human Environments**

GG22

This unit looks at the characteristics of one rural and one urban environment. One must be from Australia and one must be from another country.

**AREAS STUDIED**

- Characteristics of human environments. eg. Rural: farms, forests, mines, fishing areas and settlements, eg. Urban: central business district, inner urban areas, rural-urban fringe areas, retail precincts and leisure areas
- Changes in human environments. eg. population changes, the nature and location of industries and employment, movement within and between human environments and urban renewal

**Unit 3 Regional Resources**

GG33

Students must investigate a regional resource and a local resource in Australia. The regional resource will be water in the Murray-Darling region. Students will use fieldwork to investigate a local resource.

**AREAS STUDIED**

1. The importance of water as a resource in Australia (Murray-Darling Basin)
   - Distribution of water resources in the MDB
   - Conflict over the use of water use in the MDB
   - Possible future patterns including sustainability of water use in the MDB
2. The use and management of a resource in the local region (fieldwork focus)

**Unit 4 Global Perspectives**

GG34

This unit investigates the distribution patterns of selected natural or human events. It considers the causes and impact of global changes and analyses policies and strategies that enable a better world in the future.

**AREAS STUDIED**

- The distribution and composition of human population, and the impact on people and natural systems
- Positive and negative impacts of global events on people and environments
- Analysis and evaluation of policies and strategies that promote sustainability
**History**

History is the study of real situations from the past so that we can develop an understanding of issues in our own times. You might study tyrants, rebels or ordinary people who have shaped ideas and events that have changed the world. The knowledge gained and the skills developed through studying History can be applied in a variety of other subjects eg Politics, Legal Studies and English.

Unit 1 and 2 history subjects will equip students with a sound knowledge base and the necessary skills for a unit 3 and 4 History in year 12.

**Unit 1 20th Century History 1900-1945**

- **H11**
  - 20th Century History gives you an insight into how our world and lives have changed through significant people and events.

**AREAS STUDIED**

- Crisis and Conflict; The Russian Revolution
- Changes in social life; the depression and Nazi Germany
- Cultural expression; the 1920’s, Hollywood

**Unit 2 20th Century History 1945-2000**

- **H12**
  - 20th Century History gives you an insight into how our world and lives have changed through significant people and events.

**AREAS STUDIED**

- Ideas and political power; The Cold War and Vietnam
- Social movements; Civil Rights Movement in the USA and Australia
- Issues faced by communities arising from political, economic and technological change in the last decades of the 20th century

**Unit 3/4 Renaissance Italy**

- **H13**
  - These units explore the conflicts of the different types of city states that existed on the Italian Peninsula, resulting in warfare, terror, murder and bloodshed. The Renaissance period also produced the likes of Michelangelo and Leonardo da Vinci.

**AREAS STUDIED**

- Different types of city states
- The concept of the Renaissance
- Florence and the Medici family 1434-1494
- Florentine social life
- Myth of Venice: harmony, liberty, wealth, location, imperial expansion, sacred legends, constitution and customs

**Unit 3/4 Revolutions Italy**

- **H14**
  - These units explore the history of both the French and Russian revolutions. The study of these revolutions will help you understand the causes, processes and patterns in violent and radical change in societies.

**AREAS STUDIED**

- The role of ideas, leaders, movements and events in the development of the French revolution (1781-1789)
- Creating a new society in France (1789-1795)
- The role of ideas, leaders, movements and events in the development of the Russian revolution (1905-October 1917)
- Creating a new society in Russia (1917-1924)

**Politics**

Australian & Global Politics is highly recommended for anyone wishing to work in the legal system or as a journalist, or even those with aspirations in becoming a politician themselves. Australian & Global Politics will enable students to understand and reflect on contemporary national and international political issues and the forces that shape them.

Students considering a degree in law or journalism are strongly advised to complete units 3 - 4 in Australian Politics or Global Politics. It is recommended, though not compulsory, that students complete units 1-2 in this subject to assist them in successfully completing 3-4.

**Unit 1 The National Citizen**

- **IP11**
  - This unit introduces students to the key ideologies and political structures that define nation states. Students study the structure of different governments and their means of exercising power as well as the extent to which the individual can participate in these governments.

**AREAS STUDIED**

- Democracies and Dictatorships
- Leading People

**Unit 2 The Global Citizen**

- **IP22**
  - This unit focuses on the extent to which individual nation states can participate in global politics. Students investigate a selected nation as well as a contemporary international conflict.

**AREAS STUDIED**

- International Relations in a global context
- The International Community
- International Conflict

**Unit 3/4 Global Politics**

- **IS34**
  - These units investigate recent global politics and the nature of conflict since the end of the cold war. Students study and discuss relationships in the Asia-Pacific region and how individual nations exercise power.

**AREAS STUDIED**

- Power in the Asia-Pacific region
- Australian Foreign Policy

**Unit 3/4 Australian Politics**

- **NP34**
  - These units focus on Australia’s system of government with its influences from the United Kingdom and United States systems of government. Students investigate and discuss the various factors that influence policy making by the Australian federal government, and the various ways a policy issue is presented by the media.

**AREAS STUDIED**

- Comparison of Political Systems
- Strengths and Weaknesses of Australian Political System
- Australian Federal Government Policy
- Australian Foreign Policy
Legal Studies

Legal studies examines the processes of law-making, dispute resolution and the administration of justice in Australia.

<table>
<thead>
<tr>
<th>Unit 1 Criminal Law in Action</th>
<th>Unit 2 Issues in Civil Law</th>
<th>Unit 3 Law Making</th>
<th>Unit 4 Resolution &amp; Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS1</td>
<td>LS2</td>
<td>LS3</td>
<td>LS4</td>
</tr>
<tr>
<td>This Unit focuses on what laws are about, how they are made, and the nature and processes involved with Crime.</td>
<td>Civil Law investigates the rights and responsibilities which exist between individuals and groups. It looks at how these issues may be resolved through the courts and other means. Students do a detailed investigation in an area of law such as Family Law, Sports and the law, Tenancy, and the Environment. Finally Students investigate Human Rights and the Law.</td>
<td>This Unit investigates how the laws are made and changed. It discusses the pressures for change. What the principles of our Parliamentary system are and how effective it is. Students investigate the role of the constitution in the power of parliament and how it and other constitutions protect human rights. The unit also investigates how and why Courts make laws.</td>
<td>This unit looks at the ways which Criminal Disputes are resolved in a fair and just manner. It looks at courts, tribunals, and other methods of settling disputes. Students investigate and evaluate the advocacy system.</td>
</tr>
</tbody>
</table>

**AREAS STUDIED**
- Differences between Laws and Rules.
- How laws are made and enforced.
- Elements of a crime
- Types of Crime
- Criminal investigation process
- Crimes and Court procedure.
- Criminal punishments.

**AREAS STUDIED**
- The principles of Civil Law...
- The difference between Civil and Criminal Law
- Need for Civil Law
- Types of civil disputes
- How Civil Disputes are settled, and Court procedures.
- An elective from a range of issues eg Family law, Sports and the law, Work and the law
- An investigation of Human rights and the Law.

**AREAS STUDIED**
- The Principles of our system of Government.
- The reasons and methods why laws need to change.
- The Constitution and how it works.
- The protection of our rights through the constitution.
- Cases which show how the constitution and the courts protect human rights in Australia and Overseas.
- How and why courts make laws.
- An evaluation of the strength of parliament as a law-maker.
Sociology

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. The study of VCE Sociology assists in the development of an appreciation of cultural diversity, and in an understanding of human behaviour and social structures. Further, it directs students’ attention to how the parts of society are interrelated, in addition to the causes and impacts of social change.

Unit 1 Youth & Family

SOC1
This unit uses sociological methodology to explore the social categories of youth and adolescence and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of its composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work.

AREAS STUDIED
• Youth and the issues affecting them, including discrimination, stereotyping and there consequence
• the experience of family life and the changing role of family members in Australia compared with family life in different cultures
• the influences of key demographic, cultural, economic, technological and social developments on the ways people create and experience family life and on the place and role of family as a social institution
• issues concerning families such as stereotyping
• the impact of government policy on family, for example paid parental leave, childcare benefits, carers’ payments, and Austudy.

Unit 2 Social Norms: breaking the code

SOC2
In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as age and socioeconomic status.

AREAS STUDIED
• Sociological concept of crime and punishment and human behaviour
• Australian data related to crime rates, including age, gender, socioeconomic status and ethnicity
• a range of factors that lead people to commit crimes, including poverty, addiction, abuse, and rebellion.

Unit 3 Culture and Ethnicity

SOC3
This unit explores expressions of culture and ethnicity within Australian society in two different contexts: Australian Indigenous culture, and ethnicity in relation to migrant groups.

Culture and ethnicity refer to groups connected by shared customs, culture or heritage. Students learn how these classifications can define inequality and opportunity, shape cultural activities and provide a sense of purpose.

AREAS STUDIED
• Historical and contemporary Indigenous culture
• Australia’s ethnic diversity compared with other developed countries
• the social, political and economic impact of immigration, assimilation and multiculturalism as opposing policy positions
• how social institutions at the local, state and national level engage with and respond to the needs of ethnic groups.

Unit 4 Community, Social Movements & Social Change

SOC4
In this unit students explore the ways sociologists have thought about the idea of community and how the various forms of community are experienced. They examine the relationship between social movements and social change.

AREAS STUDIED
• the experience of community
• social movement and social change
Information Technology

With appropriate knowledge and skills, students will be equipped to make use of ICT and make informed personal and workplace choices about future developments and directions in this exciting and challenging field. Innovative approaches to the potential uses of ICT are developed, and the students are encouraged to orient themselves towards the future.

**Unit 1 IT in Action**

This unit focuses on how individuals and organisations use, and can be affected by, information and communication technology (ICT) in their daily lives. Students manipulate various data types to create information products. They explore how their lives are affected by ICT and consider how strategies for managing how ICT is applied. Students also develop an understanding of networked systems.

**Unit 2 IT Pathways**

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students investigate careers in ICT and develop programming skills. Working in teams is an important and effective strategy for solving problems and this strategy is applied when students solve problems for clients in the community.

**Unit 3 IT Applications**

This unit focuses on the World Wide Web and how it supports the information needs of individuals, communities and organisations. Students study the programming language selected in Unit 3. Students also learn how to build a database and examine techniques used by organisations to acquire data.

**Unit 4 IT Applications**

In this unit students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. Students use web authoring multimedia software to produce onscreen user documentation. Students also explore how organisations manage and store data securely.
Food Technology

This study has been designed to give students the opportunity to further develop their food handling skills, explore the physical, sensory and chemical properties of foods and to investigate how food products are developed.

All units have a practical component. Unit 3 School assessed course work (15%). Unit 4 school assessed coursework (15%) a school assessed task (40%) and an end of year examination (30%)

Unit 1 Food Safety & Properties of Food

**FT1**

Students learn how to prepare and store food hygienically and safely to prevent food spoilage and poisoning. They explore the key properties of food and their impact on food preparation and investigate quality and ethical considerations in food selection.

**AREAS STUDIED**

- Causes of food spoilage and poisoning
- Food hygiene and safety
- Sensory analysis of food
- Storage practices to ensure safety and maximise food quality
- Use the design brief process to plan and evaluate meals cooked.
- Functions of key foods in cooking.

Unit 2 Planning & Preparation of Food

**FT2**

Design brief based. Students plan, cook and evaluate a variety of dishes and meals for example special dietary or cultural needs.

**AREAS STUDIED**

- Menu planning, evaluation and food presentation
- Food and technological developments
- Recipe modification for health or nutritional reasons.

Unit 3 Food Preparations, Processing & Food Controls

**FT3**

Students develop an understanding of food laws and standards in Australia and how the food industry maintains safe and hygienic food practices. Students investigate the functions of natural components of key foods and apply this knowledge to food preparation and food preservation.

**AREAS STUDIED**

- Functions of natural food components (acids, starch, protein, fats and oils)
- Primary and Secondary food processing
- Food safety plans and hazard control systems
- Food preservation and manufacturing
- Develop a design brief.

Unit 4 Food Product Development & Emerging Trends

**FT4**

Students explore the development, analysis and marketing of food products and reasons for new product development.

**AREAS STUDIED**

- New food product development
- Planning food productions based on a student designed brief
- Food packaging and marketing
- Environmental issues in the development of food products.

Design and Technology

The study of Design and Technology can provide a pathway to a range of related fields such as industrial, product and interior design, engineering, fashion, jewellery, textile and ceramic design. *PPE (Personal Protective Equipment) is required for this subject.

This unit focuses on the tools, processes, techniques, knowledge and skills the designer has used to develop a solution to a problem. Students learn about the production techniques used to make the product and how it is evaluated against the needs and requirements outlined in the design brief.

Unit 1 Design Modification and Production

**DT1**

This unit looks at refinement and improvement of existing products and focuses on problem solving, communication skills and processes through product development, and using a range of tools, materials and hands on skills.

**AREAS STUDIED**

- Redesigning an existing product
- Producing and evaluating a redesigned product

Unit 2 Collaborative Design

**DT2**

This unit looks at a Collaborative design approach where students work both as an individual and as a member of a design team to develop a product using a range of technical skills.

**AREAS STUDIED**

- Design as a team
- Producing and evaluating a collaboratively design product

Unit 3 Design, Technical Innovation and Manufacture

**DT3**

In this unit, students investigate a client or end-user’s needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of preferred design option and develop a work plan, and commence production of the product which will be completed and evaluated in unit 4.

**AREAS STUDIED**

- The designer, client and end-user in product development
- Product development in industry
- Designing for others

Unit 4 Product Development, Evaluation and Promotion

**DT4**

Students continue to develop and manufacture the product designed in Unit 3, and record the production processes and modification to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria.

**AREAS STUDIED**

- Product analysis and comparison
- Product manufacture
Art

Art enables students to acquire and apply a broad knowledge of art, relating personal involvement in art to social and cultural factors, which influence their lives. The study of art seeks to develop the student’s ability to think and act in an imaginative, analytical, critical and reflective way through the production and appreciation of art.

Students considering a career in the arts are strongly advised to complete units 1-4 in art. Students are recommended to complete units 1 and 2 prior to units 3-4 sequence.

Unit 1 Art & Meaning
AR11
This unit has two areas of study: Developing skills and ideas, which focus on exploring techniques, materials, skills, working methods and concepts relating to selected media and artforms. Art and meaning, which investigates the ideas related to personal and cultural identity.

AREAS STUDIED
• Art and Meaning
• Artmaking and personal meaning

Unit 2 Art & Culture
AR22
This unit has two areas of study: The first area of study students through production will look at issues of personal interest related to their cultural identity. They are encouraged to experiment with preferred mediums, producing a folio of work from which a final piece can be developed. The second area of study requires students to research and compare and contrast between past and present artists and how they have viewed their culture and society.

AREAS STUDIED
• Art and Culture
• Artmaking and cultural expression

Unit 3 Individual Styles in Art
AR33
This unit has two areas of study: The first area of study students through broad investigation trialling materials, techniques and personal responses, communicate their ideas to produce a folio of work. The second area of study students will research two periods of art post 1970 and pre 1970.

AREAS STUDIED
• Interpreting art
• Investigation and interpretation through artmaking

Unit 4 Individual Styles in Art
AR44
There are two areas of study: The first area of study is the folio developed from the investigations of unit three: Students will further develop and refine these ideas to produce a final folio. The second area of study, students are required to critically discuss commentaries on art works and apply interpretive frameworks in the analysis of selected art works, to support personal view points about meanings and messages.

AREAS STUDIED
• Discussing and debating art
• Realisation and resolution

Media

The media have a significant impact on people’s lives. The media ATARtain, educate, inform and provide channels of communication. VCE Media has been designed to provide students with the opportunity to develop critical and creative knowledge and skills. Media can be undertaken as a complete sequence (Units 1-4) or just as a Year 12 subject (Units 3 & 4).

Unit 1 Representation and Technologies of Representation
ME1
To enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms.

AREAS STUDIED
• Representation
• Technologies of representation
• New media

Unit 2 Media Production and the Media Industry
ME2
In this unit students develop practical skills in specific stages of a media production and analyse issues concerning the stages and roles in the media production process.

AREAS STUDIED
• Media production
• Media industry production
• Australian media organisations

Unit 3 Narrative and Media Production Design
ME3
This unit focuses on an analysis of the narrative organisation of fictional film, radio or television programs. The narrative organisation in two or more media texts is analysed. The students also begin the pre-production phase of their major practical piece.

AREAS STUDIED
• Narrative
• Media production skills
• Media production design

Unit 4 Media Process, Social Values and Media Influence
ME4
Students complete their major practical piece in their chosen medium. The students also analyse the ways in which media texts are shaped by social values and the influence of the media is also critically analysed in this unit.

AREAS STUDIED
• Media process
• Social values
• Media influence
Visual Communication

Visual communication and design is all about using graphic images to give information from one person to another. The explosion of information triggered by the advent of the computer and the increasing technical complexity of the world has created a demand for the development and increasing use of visual/graphic material. Information may be presented via diagrams, symbols, graphics, technical/freehand drawing and graphic imagery.

Students considering a career in visual design are strongly advised to complete units 1-4 in Visual Communication.

### Unit 1 Introduction to Visual Communication

**VC1**
This unit covers the foundation knowledge required for students to gain an understanding and ability to visualize their thinking. The students will investigate the design elements and their relevance in the design process.

**AREAS STUDIED**
- Drawing for a specific purpose
- Develop an understanding of different drawing techniques and mediums
- Appreciation of visual design both past and present.

### Unit 2 Application of Visual Communication Design

**VC2**
This unit provides an enhancement of unit 1. A variety of technical drawing methods will be explored.

**AREAS STUDIED**
- Technical drawing to satisfy a required need
- An investigation of historical and contemporary typography
- An introduction of designing to a brief with an appreciation of the client need
- A folio of visual communications will need to be submitted.

### Unit 3 Design, Thinking & Practice

**VC3**
This unit comprises of 3 areas of study. Analysis, Professional Practice and Creation of a design brief.

**AREAS STUDIED**
- Communication analysis requires the student to investigate and report on existing visuals
- Professional Practice requires the students to prepare a report from their investigation of professionals describing and analysing the procedures and practices used
- Students will be required to prepare a brief from which they will research and generate ideas for 2 distinctly different needs
- This body of work will be continued in Unit 4 and will demonstrate the student’s critical and reflective thinking.

### Unit 4 Design, Development & Presentation

**VC4**
Students will be required to create a body of work begun in Unit 3.

**AREAS STUDIED**
- This unit continues with the design brief and focuses on defining the communication need(s) of a client.
- Solutions to the design brief focuses on the production of 2 final presentations.
- Students are required to devise a “pitch” to present and explain their visual communication to an audience and evaluate the visual communications against the brief.
Music Performance

Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students’ understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.

VCE Music offers students opportunities to engage in the practice of performing on own and in a group, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.

From a performance perspective, Units 1 & 2 students will focus on solo and group performances. In Units 3 & 4 students specialize in either group or solo performance. In all cases, a regular and consistent practice routine outside school is required, as is attendance and participation in group rehearsals held by the college.

It is recommended that all students that undertake this subject have a specialist teacher for their instrument.

Please note that Kurnai College does not supply specialist teachers in all disciplines.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3 for Music Performance. Students must undertake Unit 3 prior to undertaking Unit 4 in this study. Music Performance Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. For further information, contact the school and speak to the Head Of Music.

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<thead>
<tr>
<th>Units 1 and 2</th>
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<td>• Performance</td>
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Studio Art

Design Exploration and Concepts. This unit focuses on students establishing and using a design process to produce artworks. Students will also develop skills in the visual analysis of artworks made by artists from different times and cultures.

Unit 1 Artistic Inspiration and Techniques
SA11
This unit focuses on students to develop an individual design process, including visual research and a variety of design explorations to create a number of finished artworks, which have been generated from the initial design inquiry.

Areas Studied
• Developing ideas
• Materials and technique
• Interpretation of art and ideas and use of materials and techniques

Unit 2 Design Exploration
SA12
This unit focuses on students establishing and using a design process to produce artworks. The design process includes the development of an individual approach to locating sources of inspiration and experimenting with materials and techniques to produce solutions prior to the production of artworks. Students also develop skills in understanding the visual analysis of artworks.

Areas Studied
• Ideas and Styles in Artworks
• Design exploration

Unit 3 Studio Production & Professional Art Practices
SA33
This unit focuses on the development of a folio of work exploring a range of possible solutions to be finalized in unit 4. Students also research the professional practice of a range of visual artists using art terminology and art language.

Areas Studied
• Write an exploration proposal that formulate an individual design process.
• Complete a developmental folio that demonstrates a range of creative potential directions which reflect the concepts and ideas documented in their initial statement.
• Written work will demonstrate an in-depth understanding of interpretation, cultural contexts and influences of at least 2 artists.
• Investigate legal and ethical considerations in the use of the work of other artists in the making of ‘new’ art.

Unit 4 Studio Production & Art Industry Contexts
SA34
This unit focuses on the production of a cohesive folio of finished artworks selected from unit 3 explorations. Also investigations into the art industry involving exhibition spaces, presentation and conservation of art works.

Areas Studied
• From a cohesive folio produced in unit 3 students will select their solutions to create a minimum of 2 pieces of art work potential solutions to create a minimum of 2 pieces of art work.
• Students will investigate art industry issues
• Gallery visitations to at least 2 different exhibition spaces with discussion on their different approaches to conserving and exhibiting artworks.
Theatre Studies focuses on the interpretation of playscripts and the production of plays from the pre-modern era to the present day. Throughout the study students work with playscripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre. Theatre Studies provides students with pathways to further studies in fields such as theatre production and theatre design, script writing and studies in theatre history. In completing work for this study, students develop key competencies and employability skills, such as working with others and in teams, and using mathematical ideas and techniques.

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

### Unit 1: Theatrical styles of the pre-modern era

**TS1**  
This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playcripts from the pre-modern era of theatre, focusing on works prior to the 1880s in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play from the pre-modern era in performance.

#### AREAS STUDIED
- Pre-modern theatre
- Interpreting playcripts
- Analysing a play in performance

### Unit 2: Theatrical styles of the modern era

**TS2**  
This unit focuses on studying theatrical styles and stagecraft through working with playcripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playcripts from the modern era focusing on works from the 1880s to the present. Students study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance from the modern era.

#### AREAS STUDIED
- Modern theatre
- Interpretation through stagecraft
- Analysing a play in performance

### Unit 3: Production development

**TS3**  
This unit focuses on an interpretation of a playscript through the four designated stages of production: planning, production development, production season, and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They analyse the influence of stagecraft on the shaping of the production. Students also attend a performance selected from the prescribed Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin, and analyse and evaluate the interpretation of the playscript in the performance.

#### AREAS STUDIED
- Production process
- Stagecraft influence
- Production analysis

### Unit 4: Performance interpretation

**TS4**  
In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate areas of stagecraft. Students attend a performance selected from the prescribed Theatre Studies Unit 4 Playlist published annually in the VCAA Bulletin and analyse and evaluate acting in the performance.

#### AREAS STUDIED
- Monologue interpretation
- Scene interpretation
- Performance analysis
# VCAL Pathways

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<td>Social Worker / Youth Worker</td>
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# Automotive Mechanic

**VCAL Study Pathway**

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## Double check

**BEFORE FINALISING UNITS:**
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**ABOUT OTHER UNITS:**
Select units that best complement your intended career options and which meet the prerequisites / recommendations for your intended course. Make sure you meet all the VCAL requirements.

## What’s next?
Look up the details of the VET Units (page 59) & VCAL Units (page 57)

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# Beauty Therapist

**VCAL Study Pathway**

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## What’s next?
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# Boiler Maker / Metal Fabricator

**VCAL Study Pathway**

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## What’s next?
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### Carpenter

#### VCAL Study Pathway

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### Chef

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**What’s next?**

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### Childcare Worker

#### VCAL Study Pathway

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**What’s next?**

Look up the details of the VET Units (page 59) & VCAL Units (page 57).
Fitness Instructor

VCAL Study Pathway

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Fitter & Turner

VCAL Study Pathway

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What’s next?
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Hairdresser

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What’s next?
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# Health Worker

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**What’s next?**
Look up the details of the VET Units (page 59) & VCAL Units (page 57).

# Network Administrator

**VCAL Study Pathway**

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Select units that best complement your intended career option/s and which meet the prerequisites / recommendations for your intended course. Make sure you meet all the VCAL requirements.

**What’s next?**
Look up the details of the VET Units (page 59) & VCAL Units (page 57).

# Office Manager

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<td>Personal Development (Options Available)</td>
</tr>
<tr>
<td>VCAL Literacy (English)</td>
</tr>
<tr>
<td>Industry Specific Skills (VET Cert II Business Administration)</td>
</tr>
<tr>
<td>Personal Development (Options Available)</td>
</tr>
</tbody>
</table>

**Double check**

**BEFORE FINALISING UNITS:**
Consult a careers adviser and to check: Tertiary entry requirements, Prerequisites, TAFE credit transfer details, Recommended units, Special requirements (folio /interview /audition).

**ABOUT OTHER UNITS:**
Select units that best complement your intended career option/s and which meet the prerequisites / recommendations for your intended course. Make sure you meet all the VCAL requirements.

**What’s next?**
Look up the details of the VET Units (page 59) & VCAL Units (page 57).
### Photographer

#### VCAL Study Pathway

<table>
<thead>
<tr>
<th>RECOMMENDED PROGRAM</th>
<th>VCAL Literacy (English)</th>
<th>VCAL Numeracy (Maths)</th>
<th>Industry Specific Skills (VET Cert II Multimedia)</th>
<th>Work Related Skills (Work Placement)</th>
<th>Personal Development (Options Available)</th>
</tr>
</thead>
</table>

#### Double check

**BEFORE FINALISING UNITS:**
Consult a careers adviser and to check: Tertiary entry requirements, Prerequisites, TAFE credit transfer details, Recommended units, Special requirements (folio / interview / audition).

**ABOUT OTHER UNITS:**
Select units that best complement your intended career option/s and which meet the prerequisites / recommendations for your intended course. Make sure you meet all the VCAL requirements.

**What’s next?**
Look up the details of the VET Units (page 59) & VCAL Units (page 57).

---

### Plumber

#### VCAL Study Pathway

<table>
<thead>
<tr>
<th>RECOMMENDED PROGRAM</th>
<th>VCAL Literacy (English)</th>
<th>VCAL Numeracy (Maths)</th>
<th>Industry Specific Skills (VET Cert II Building &amp; Construction)</th>
<th>Work Related Skills (Work Placement)</th>
<th>Personal Development (Options Available)</th>
</tr>
</thead>
</table>

#### Double check

**BEFORE FINALISING UNITS:**
Consult a careers adviser and to check: Tertiary entry requirements, Prerequisites, TAFE credit transfer details, Recommended units, Special requirements (folio / interview / audition).

**ABOUT OTHER UNITS:**
Select units that best complement your intended career option/s and which meet the prerequisites / recommendations for your intended course. Make sure you meet all the VCAL requirements.

**What’s next?**
Look up the details of the VET Units (page 59) & VCAL Units (page 57).

---

### Sales Assistant

#### VCAL Study Pathway

<table>
<thead>
<tr>
<th>RECOMMENDED PROGRAM</th>
<th>VCAL Literacy (English)</th>
<th>VCAL Numeracy (Maths)</th>
<th>Industry Specific Skills (VET Cert II Retail Operations)</th>
<th>Work Related Skills (Work Placement)</th>
<th>Personal Development (Options Available)</th>
</tr>
</thead>
</table>

#### Double check

**BEFORE FINALISING UNITS:**
Consult a careers adviser and to check: Tertiary entry requirements, Prerequisites, TAFE credit transfer details, Recommended units, Special requirements (folio / interview / audition).

**ABOUT OTHER UNITS:**
Select units that best complement your intended career option/s and which meet the prerequisites / recommendations for your intended course. Make sure you meet all the VCAL requirements.

**What’s next?**
Look up the details of the VET Units (page 59) & VCAL Units (page 57).
### VCAL Study Pathway

**Social Worker / Youth Worker**

**RECOMMENDED PROGRAM**

<table>
<thead>
<tr>
<th>VCAL Literacy (English)</th>
<th>VCAL Numeracy (Maths)</th>
<th>Industry Specific Skills (VET Cert II Community Services)</th>
<th>Work Related Skills (Work Placement)</th>
<th>Personal Development (Options Available)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**What’s next?**

Look up the details of the VET Units (page 59) & VCAL Units (page 57)

**Double check**

**BEFORE FINALISING UNITS:**
Consult a careers adviser and to check: Tertiary entry requirements, Prerequisites, TAFE credit transfer details, Recommended units, Special requirements (folio /interview /audition).

**ABOUT OTHER UNITS:**
Select units that best complement your intended career options and which meet the prerequisites/recommendations for your intended course. Make sure you meet all the VCAL requirements.
VCAL Unit Descriptions
Literacy Strand

The purpose of the literacy curriculum selected for this strand is to enable the development of skills, knowledge and attitudes in literacy that allow progression to the main social contexts of family, employment, further learning and community involvement.

Literacy skills corresponding with these social contexts include:

- literacy for self-expression
- literacy for knowledge, and
- literacy for public debate

Literacy includes:

- reading
- writing, and
- oral communication skills.

Numeracy Strand

Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to:

- designing
- measuring
- constructing
- using graphical information
- money
- time
- travel, and the underpinning skills and knowledge for further study in mathematics or related fields.

Curriculum selected for numeracy in this strand will develop skills to emphasise the practical application and use of mathematics at home, work and in the community.

Curriculum in the Literacy and Numeracy Skills strands can include:

- VCAL Literacy Skills units
- VCAL Numeracy Skills units
- VCE English units
- VCE Mathematics units

Industry Specific Skills Strand

The purpose of the Industry Specific Skills strand is to enable the development of skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment.

Curriculum selected for this strand can include:

- nationally accredited certificates
- School Based New Apprenticeships

Units of competence/modules of VET certificates that focus on a particular industry, or sample a range of experiences in a number of industries.

Work Related Skills Strand

The purpose of the Work Related Skills strand is to develop employability skills, knowledge and attitudes valued within community and work environments as preparation for employment.

The development of employability skills within this strand provides learners with a capacity to consider and choose from a range of pathways.

Work-related skills include skills that reflect the Mayer Key competencies. These competencies are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- solving problems

Employability skills are those that reflect personal attributes valued by employers.

Curriculum selected for this strand can include:

- VCAL Work Related Skills units
- nationally accredited certificates
- units of competence/modules of VET that focus on skills to prepare students for employment
- VCE units including:
  - Drama
  - Media
  - Studio Arts
  - Business Management etc.

Structured workplace learning programs will be undertaken within this strand.

Personal Development Skills Strand

The purpose of the Personal Development Skills Strand is to develop skills, knowledge and attitudes that lead toward:

- social responsibility
- building community involvement
- civic responsibility – through volunteering and working for the benefit of others
- improved self confidence and self esteem

Curriculum selected for learning programs can include:

- VCAL Personal Development Skills units
- VCE units such as Health and Human Development, and the Arts
- Accredited modules or certificates that focus on developing the student’s contribution and confidence within social contexts.
# VET Unit Descriptions

- Agriculture 60
- Allied Health 60
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- Sport & Recreation 67
**Agriculture**

**Subject:** Certificate II in Agriculture  
**Provider/s:** National Centre for Dairy Education – Warragul  
**Delivery:** Students attend this course one day a week over two years.  
**Introduction:** This course provides participants with the knowledge and skills that will enhance employment prospects in a range of rural industries.  
**Eligible for:** Students who successfully complete Certificate II in Agriculture will be eligible for up to five units credit towards their VCE: up to three units at Unit 1–2 and a Unit 3–4 sequence and will be eligible for a 10% increment towards their ATAR.  
**Industry specific credits for VCAL students.**

**Extra requirements:**  
Steel capped boots

**On Going Employment**

- Farm Management  
- Stock and Station Agent

**Related TAFE & University Courses**

- Agricultural technician  
- Land care Worker

**Certificate II in Agriculture**

---

**Allied Health**

**Subject:** Allied Health  
**Provider:** Federation Training - Warragul  
**Delivery:** Students attend Federation Training) one day a week over two years  
**Introduction:** This course provides participants with the knowledge and skills that will enhance employment prospects in the Allied Health industry  
**Eligible for:** Students who successfully complete Certificate III in Allied Health will be eligible for four unit credits towards their VCE: two units at Unit 1–2 and a Unit 3–4 sequence and will be eligible for a 10% increment towards their ATAR.  
**Industry specific credits for VCAL students.**

**On Going Employment**

- Manager  
- Administrator

**Related TAFE and University Courses**

- Health Services Assistant  
- Aged Care

**Certificate III in Allied Health**

---

**Animal Studies**

**Subject:** Certificate II in Animal Studies  
**Provider/s:** Federation Training – Warragul  
**Delivery:** Students attend this course one day a week over two years  
**Introduction:** This course provides participants with the knowledge and skills that will enhance employment prospects in the animal welfare industry.  
**Eligible for:** Students who successfully complete Certificate II in Animal Studies will be eligible for four unit credits towards their VCE: two units at Unit 1–2 and a Unit 3–4 sequence and will be eligible for a 10% increment towards their ATAR.  
**Industry specific credits for VCAL students.**

**On Going Employment**

- Private Business  
- VET Clinics

**Related TAFE and University Courses**

- Animal Shelter
Applied Language

Subject: Certificate II / III in Applied Language
Provider: Centre for Adult Education – Auspice Kurnai College
Delivery: Students complete this course as part of their timetabled classes
Introduction: This course provides participants with the knowledge and skills that will enhance employment prospects in Tourism or industries that require a 2nd language of Chinese or German
Eligible for: Students who successfully complete Certificate III in Applied Language will be eligible for up to five unit credits towards their VCE: up to three units at Unit 1–2 and a Unit 3–4 sequence and will be eligible for a 10% increment towards their ATAR
Industry Specific credit for VCAL students:
Extra Requirements: Long sleeve overalls and steel capped boots

Automotive

Subject: Certificate II in Automotive Studies
Provider/s: Apprenticeships Group Australia
Federation Training – Yallourn
Delivery: Students attend this course one day a week over two years
Introduction: This course provides participants with the knowledge and skills that will enhance employment prospects in the automotive or related industries.
Eligible for: Students who complete Certificate II in Automotive Technology Studies qualification will be eligible for up to four units credit towards their VCE: two units at Unit 1–2 and a Unit 3–4 sequence and will be eligible for a 10% increment towards their ATAR (10% of the average of the primary four scaled studies).
Industry Specific credit for VCAL students.
Extra requirements:

Beauty - Makeup or Nails

Subject: Certificate II in Retail Cosmetic Services
Provider/s: Federation Training – Yallourn
Delivery: Students attend this course one day a week over one year.
Introduction: This course provides participants with the knowledge and skills that will enhance employment prospects in the beauty industry.
Eligible for: Students who complete Certificate II in Retail Cosmetic Services may be eligible for Block Credit. 100 hours of approved AQF Level equals one VCE or VCAL credit.
Industry specific credits for VCAL students.
Extra Requirements: Students are expected to purchase their own kits.
### Building and Construction (Bricklaying, Carpentry, Painting & Decorating)

**Subject:** Certificate II in Building & Construction (Partial completion of Pre-apprenticeship)

**Provider(s):** Federation Training – Yallourn Apprenticeships Group Australia – University Campus

**Delivery:** Students attend this course one day a week over two years.

**Introduction:** This course provides participants with the knowledge and skills that will enhance employment prospects in the Building and Construction industry.

**Eligible for:** Students who complete Certificate II in Building and Construction program (partial completion of at least 400 hours) will be eligible for four units credit towards their VCE: two units at Unit 1-2 and a Unit 3-4 sequence and will be eligible for a 10% increment towards their ATAR (10% of the average of the primary four scaled studies).

**Industry specific credits for VCAL students.**

**Extra requirements:**
- Steel capped boots

### Business (Office Administration) - to be confirmed

**Subject:** Certificate II in Office Administration

**Provider/s:** Community College Gippsland – Warragul

**Delivery:** Students attend this course one day a week over one year.

**Introduction:** This course provides participants with the knowledge and skills that will enhance employment prospects in the Business and Industry settings.

**Eligible for:** Students wishing to receive an ATAR contribution for the Unit 3-4 sequence of Certificate II in Business must undertake Scored Assessment for the purpose of achieving a Study Score. This Study Score can contribute directly to the primary four or as a fifth or sixth study.

Four unit credits towards their VCE: two units at Unit 1-2 and a Unit 3-4 sequence.

**Industry Specific credit for VCAL students.**

### Child Care

**Subject:** Certificate III in Child Care

**Provider/s:** Federation Training – Morwell

**Delivery:** Students attend this course one day a week over two years.

**Introduction:** This course provides participants with the knowledge and skills that will enhance employment prospects in the Community Services industry.

**Eligible for:** Students who successfully complete Certificate III in Child Care will be eligible for four unit credits towards their VCE: two units at Unit 1-2 and a Unit 3–4 sequence and will be eligible for a 10% increment towards their ATAR.

**Industry specific credits for VCAL students.**

**Extra requirements:**
- Working with Children’s check and Police Check
Civil Construction

Subject: Certificate II in Civil Construction
Provider/s: Federation Training – Yallourn
Delivery: Students attend this course one day a week over two years
Introduction: This course provides participants with the knowledge and skills that will enhance employment prospects in the Civil Construction industry.
Eligible for: Students who complete Certificate II in Civil Construction may be eligible for Block Credit. 100 hours of approved AQF Level equals one VCE or VCAL credit. Industry specific credits for VCAL students.
Extra requirements:
- Steel capped boots

Community Services

(Aged Care or Disability Streams)

Subject: Certificate II in Community Services
Provider/s: Community College Gippsland – Morwell (Child Care)
Federation Training – Yallourn (Disability & Aged Care)
Delivery: Students attend this course one day a week over two years.
Introduction: This course provides participants with the knowledge and skills that will enhance employment prospects in the Community Services industry.
Eligible for: Students wishing to receive an ATAR contribution for the Unit 3-4 sequence of Certificate II in Community Services must undertake Scored Assessment for the purpose of achieving a Study Score. This Study Score can contribute directly to the primary four or as a fifth or sixth study.
Up to five unit credits towards their VCE: three units at Unit 1-2 and a Unit 3-4 sequence. Industry Specific credit for VCAL students.
Extra requirements:
- Working with Children’s check and Police Check

Dance

Subject: Certificate II in Dance
Provider/s: Drouin Secondary College – Drouin
(RTO – National Theatre Ballet School)
Delivery: Students attend this course one day a week over two years.
Introduction: This course provides participants with the knowledge and skills that will enhance employment prospects in the Dance and Entertainment industry.
Eligible for: Students wishing to receive an ATAR contribution for the Unit 3-4 sequence of Certificate II in Dance must undertake Scored Assessment for the purpose of achieving a Study Score. This Study Score can contribute directly to the primary four or as a fifth or sixth study.
Up to five unit credits towards their VCE: two units at Unit 1-2 and a Unit 3-4 sequence. Industry Specific credit for VCAL students.
Extra Requirement:
- This course is designed for students with a strong dance background
**Electro-technology**

Subject: Certificate II in Electrotechnology Studies  
Provider/s: Apprenticeships Group Australia – Morwell  
Federation Training – Yallourn  
Delivery: Students attend this course one day a week over two years.  
Introduction: This course provides participants with the knowledge and skills that will enhance employment prospects in the Electrical industry and related fields.  
Eligible for: Students who complete the Certificate II in Electrotechnology Studies (Pre-Vocational) may be eligible for Block Credit. 100 hours of approved AQF Level equals one VCE or VCAL credit.  
Industry Specific credit for VCAL students.  
Extra requirements: Steel capped boots

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**Engineering**

Subject: Certificate II in Engineering Studies  
Provider/s: Federation Training – Yallourn  
Delivery: Students attend this course one day a week over two years.  
Introduction: This course provides participants with the knowledge and skills that will enhance employment prospects in the Engineering or Engineering related industries.  
Eligible for: Students wishing to receive an ATAR contribution for the Unit 3-4 sequence Certificate II in Engineering Studies must undertake Scored Assessment for the purpose of achieving a Study Score. This Study Score can contribute directly to the primary four or as a fifth or sixth study. Students are eligible for four unit credits towards their VCE: two units at Unit 1-2 and a Unit 3-4 sequence.  
Industry Specific credit for VCAL students.  
Extra requirements: Steel capped boots

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**Equine (Stable Hand)**

Subject: Certificate II in Equine Industry  
Provider/s: Community College Gippsland – Warragul  
Delivery: Students attend the course one day a week over one year.  
Introduction: This course provides participants with the knowledge and skills that will enhance employment prospects in the Equine and Racing industry.  
Eligible for: Students who complete Certificate II in Equine (Stable Hand) may be eligible for Block Credit. 100 hours of approved AQF Levels equals one VCE or VCAL credit.  
Industry Specific credit for VCAL students.  
2nd year Cert III Equine will be eligible for a 10% increment towards their ATAR (10% of the average of the primary four scaled studies).
### Furnishing (Cabinet Making)

**Subject:** Certificate II in Furnishing  
**Provider/s:** Federation Training – Yallourn  
**Delivery:** Students attend this course one day a week over two years.  
**Introduction:** This course provides participants with the knowledge and skills that will enhance employment prospects in the Furnishing industry.  
**Eligible for:** Students wishing to receive an ATAR contribution for the Unit 3-4 sequence Certificate II in Furnishing must undertake Scored Assessment for the purpose of achieving a Study Score. This Study Score can contribute directly to the primary four or as a fifth or sixth study. Students are eligible for up to seven unit credits towards their VCE: five units at Unit 1-2 and a Unit 3-4 sequence. Industry Specific credit for VCAL students.  
**Extra requirements:** Steel capped boots

### Hairdressing

**Subject:** Certificate II in Hairdressing  
**Provider/s:** Federation Training – Yallourn  
**Delivery:** Students attend this course one day a week over one year.  
**Introduction:** This course provides participants with the knowledge and skills that will enhance employment prospects in the Hairdressing industry.  
**Eligible for:** Students who complete Certificate II in Hairdressing may be eligible for Block Credit. 100 hours of approved AQF Level equals one VCE or VCAL credit. Industry Specific credit for VCAL students.  
**Extra requirements:** Students are required to purchase their own kits.

### Horticulture (Parks & Gardens, Landscaping or Turf)

**Subject:** Certificate II in Horticulture (Parks & Gardens)  
**Provider/s:** Federation Training – Morwell  
**Delivery:** Students attend this course one day a week over two years.  
**Introduction:** This course provides participants with the knowledge and skills that will enhance employment prospects in the Horticulture industry.  
**Eligible for:** Students who successfully complete Certificate II in Horticulture will be eligible for four unit credits towards their VCE: two units at Unit 1-2 and a Unit 3-4 sequence and will be eligible for a 10% increment towards their ATAR. Industry Specific credit for VCAL students.  
**Extra requirements:** Steel capped boots
Hospitality

Subject: Certificate II in Hospitality
Provider/s: Federation Training – Waratah Restaurant, Morwell
Delivery: Students attend this course one day a week over two years.
Introduction: This course provides participants with the knowledge and skills that will enhance employment prospects in the Hospitality industry.
Eligible for: Students who undertake Certificate II in Hospitality (Operations) must undertake Scored Assessment for the purpose of achieving a Study Score. This Study Score can contribute directly to the primary four or as a fifth or sixth study. Students are eligible for up to five unit credits towards their VCE: three units at Unit 1-2 and a Unit 3-4 sequence.
Extra Requirements / costs:

- Students are required to complete a ‘Follow Workplace Hygiene Procedures’ course before being permitted into the kitchen. – Federation Training will supply info to students during Orientation day. Students need to purchase a chefs’ uniform and knife kit for Back of House or Wait staff uniform for Front of House option.

Information Technology

Subject: Certificate III in Information Technology
Provider: Kurnai College – University Campus
Delivery: Students attend this course one day a week over two years.
Introduction: This course provides participants with the knowledge and skills that will enhance employment prospects in the Information Technology industry.
Eligible for: Students wishing to receive an ATAR contribution for the Unit 3-4 sequence Certificate III in Information Technology will be eligible for up to four unit credit towards satisfactory completion of their VCE: two units at Unit 1-2 and a Unit 3-4 sequence. Students wishing to receive an ATAR contribution for the Unit 3-4 sequence must undertake Scored Assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

Music

Subject: Certificate III in Music
Provider: Lowanna College – Moe
Delivery: Students attend this course one day a week over two years.
Introduction: This course provides participants with the knowledge and skills that will enhance employment prospects in the Music industry.
Eligible for: Students wishing to receive an ATAR contribution for the Unit 3-4 sequence Certificate III in Music must undertake Scored Assessment for the purpose of achieving a Study Score. This Study Score can contribute directly to the primary four or as a fifth or sixth study. Students are eligible for up to five unit credits towards their VCE: three units at Unit 1-2 and a Unit 3-4 sequence.

Industry Specific credit for VCAL students.

On Going Employment

Private Business
- Hotel Manager
- Restaurant Supervisor

Traineeships
- Apprentice Chef
- Bar Attendant
- Wait Person

Related TAFE & University Courses

Certificate III in Information Technology

On Going Employment

Private Business
- Help desk
- Team Leader

Traineeships
- Computer Technician
- Data Entry

Related TAFE & University Courses

Certificate III in Music

On Going Employment

Private Business
- Musician

Traineeships
- Sound and Audio Visual Technicians

Related TAFE & University Courses

Certificate II in Hospitality

On Going Employment

Private Business
- Hotel Manager
- Restaurant Supervisor

Apprentice Chef
- Traineeships
- Bar Attendant
- Wait Person

Related TAFE & University Courses

Certificate II in Hospitality

On Going Employment

Private Business
- Hotel Manager
- Restaurant Supervisor

Apprentice Chef
- Traineeships
- Bar Attendant
- Wait Person

Related TAFE & University Courses

Certificate III in Information Technology

On Going Employment

Private Business
- Hotel Manager
- Restaurant Supervisor

Apprentice Chef
- Traineeships
- Bar Attendant
- Wait Person

Related TAFE & University Courses

Certificate III in Music

On Going Employment

Private Business
- Musician

Traineeships
- Sound and Audio Visual Technicians

Related TAFE & University Courses

Certificate II in Hospitality

On Going Employment

Private Business
- Hotel Manager
- Restaurant Supervisor

Apprentice Chef
- Traineeships
- Bar Attendant
- Wait Person

Related TAFE & University Courses

Certificate II in Hospitality

On Going Employment

Private Business
- Hotel Manager
- Restaurant Supervisor

Apprentice Chef
- Traineeships
- Bar Attendant
- Wait Person

Related TAFE & University Courses

Certificate III in Information Technology

On Going Employment

Private Business
- Hotel Manager
- Restaurant Supervisor

Apprentice Chef
- Traineeships
- Bar Attendant
- Wait Person

Related TAFE & University Courses

Certificate III in Music

On Going Employment

Private Business
- Musician

Traineeships
- Sound and Audio Visual Technicians

Related TAFE & University Courses

Certificate II in Hospitality
Photography

Subject: Certificate III in Visual Arts
Provider/s: Federation Training – Yallourn
Delivery: Students attend this course one day a week over two years.
Introduction: This course provides participants with the knowledge and skills that will enhance employment prospects in the Photography field
Eligible for: Students who complete Certificate III in Visual Arts may be eligible for Block Credit. 100 hours of approved AQF Level equals one VCE or VCAL credit. Industry Specific credit for VCAL students
Extra requirements: SLR Camera

On Going Employment

Photo Journalist
Special occasion, Portrait or Landscape
Photographer

Traineeship

Related TAFE & University Courses

Certificate III in Visual Arts

Plumbing (pre Apprenticeship)

Subject: Certificate II in Plumbing
Provider/s: Apprenticeships Group Australia – Morwell Federation Training – Yallourn
Delivery: Students attend this course one day a week over two years.
Introduction: This course provides participants with the knowledge and skills that will enhance employment prospects in the plumbing and related industries
Eligible for: Students who complete Certificate II in Plumbing may be eligible for Block Credit. 100 hours of approved AQF Level equals one VCE or VCAL credit. Industry Specific credit for VCAL students.
Extra requirements: Steel capped boots

On Going Employment

Private Business

Apprenticeship
Plumber
Roofer
Air conditioning

Related TAFE & University Courses

Certificate II in Plumbing

Sport & Recreation

Subject: Certificate III in Sport & Recreation
Provider/s: Kurnai College – University Campus
Delivery: Students attend this course one day a week over two years
Introduction: This course provides participants with the knowledge and skills that will enhance employment prospects in the Sports and Recreation industry.
Eligible for: Students wishing to receive an ATAR contribution for the Unit 3-4 sequence of Certificate III in Sport & Recreation must undertake Scored Assessment for the purpose of achieving a Study Score. This Study Score can contribute directly to the primary four or as a fifth or sixth study.
Up to four unit credits towards their VCE: two units at Unit 1-2 and a Unit 3-4 sequence
Industry Specific credit for VCAL students
Extra requirements: Work book

On Going Employment

Manager
Fitness Counsellor

Fitness Instructor
Personal Trainer

Related TAFE & University Courses

Certificate III in Sport & Recreation
Are you good at or do you enjoy...

- Art 70
- Biology 71
- Business Studies 72
- Chemistry 73
- Computing 74
- Economics 76
- English 75
- Food Studies 77
- Geography 78
- History 79
- Home Economics 80
- Industrial Arts 81
- Languages 82
- Maths 83
- Media Studies 84
- Performing Arts 85
- Physical Education 86
- Physics 87
- Rural Studies 88
- Textiles & Design 89

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Have you considered the following occupations?

**Art**

**Have you enjoyed or are you good at ART?**

**Usually training requirements**

**LEVEL 1** Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV and/or entry requirements for these jobs.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

**LEVEL 4** Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

**How to use this poster**

This poster shows a selection of jobs that have some link with the subject of Art. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book, and the website, jobsguide.dest.gov.au, or by visiting your local library or Career Information Centre. Phone 132 468 to find the location of your local Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
Do you enjoy or are you good at Biology?

Have you considered the following occupations?

Usual training requirements

**LEVEL 1** Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

**LEVEL 4** Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

How to use this poster

This poster shows a selection of jobs that have some link with the subject of Biology. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book and the website, jobguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
Do you enjoy or are you good at BUSINESS STUDIES?

Have you considered the following occupations?

**Usual training requirements**

**LEVEL 1** Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

**LEVEL 4** Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

**How to use this poster**

This poster shows a selection of jobs that have some link with the subject of Business Studies. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book and the website, jobguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
**Chemistry**

Do you enjoy or are you good at **CHEMISTRY**?

Have you considered the following occupations?

**Usual training requirements**

**LEVEL 1** Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

**LEVEL 4** Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

**How to use this poster**

This poster shows a selection of jobs that have some link with the subject of Chemistry. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book and the website, jobguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
Do you enjoy or are you good at COMPUTING?
Have you considered the following occupations?

Usual training requirements

LEVEL 1 Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

LEVEL 4 Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

How to use this poster
This poster shows a selection of jobs that have some link with the subject of Computing. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book and the website, jobguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
Do you enjoy or are you good at ENGLISH?

Have you considered the following occupations?

Usual training requirements

LEVEL 1 Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV qualification. Study is often undertaken at university. New Apprenticeships may be offered in this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

LEVEL 4 Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

How to use this poster

This poster shows a selection of jobs that have some link with the subject of English. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book and the website, jobguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
Do you enjoy or are you good at Economics?
Have you considered the following occupations?

**Usual training requirements**

**LEVEL 1** Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

**LEVEL 4** Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

**How to use this poster**

This poster shows a selection of jobs that have some link with the subject of Economics. If you are interested in any of the jobs listed you will find more information in the national careers information service website myfuture.edu.au, in Job Guide the book and the website, jobguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
Do you enjoy or are you good at **FOOD STUDIES**?

Have you considered the following occupations?

**Usual training requirements**

**LEVEL 1** Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

**LEVEL 4** Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

**How to use this poster**

This poster shows a selection of jobs that have some link with the subject of Food Studies. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book and the website, jobguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
Do you enjoy or are you good at GEOGRAPHY? Have you considered the following occupations?

Usual training requirements

LEVEL 1 Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

LEVEL 4 Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

How to use this poster

This poster shows a selection of jobs that have some link with the subject of Geography. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book and the website, jobguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
Do you enjoy or are you good at HISTORY?
Have you considered the following occupations?

Usual training requirements

LEVEL 1 Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

LEVEL 4 Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

How to use this poster
This poster shows a selection of jobs that have some link with the subject of History. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book and the website, jobsguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
Do you enjoy or are you good at HOME ECONOMICS?

Have you considered the following occupations?

LEVEL 1
- Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.
- Level 1 also requires a level of skill equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

LEVEL 2
- Usual training requirements
- Level 2 requires completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.
- Level 2 also requires a level of skill equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

LEVEL 3
- Level 3 usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

LEVEL 4
- Level 4 usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

Usual training requirements

How to use this poster

This poster shows a selection of jobs that have some link with the subject of Home Economics. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book and the website, jobguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
Industrial Arts

Do you enjoy or are you good at INDUSTRIAL ARTS?

Have you considered the following occupations?

Usual training requirements

**LEVEL 1** Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

**LEVEL 3** Usually requires the completion of a bachelor degree or higher qualification. Study is often undertaken at university.

**LEVEL 4** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

How to use this poster

This poster shows a selection of jobs that have some link with the subject of Industrial Arts. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book and the website, jobguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
Do you enjoy or are you good at LANGUAGES?

Have you considered the following occupations?

**Usual training requirements**

**LEVEL 1** Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

**LEVEL 4** Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

**How to use this poster**

This poster shows a selection of jobs that have some link with the subject of Languages. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book and the website, jobguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
Do you enjoy or are you good at MATHS?

Have you considered the following occupations?

**Usual training requirements**

**LEVEL 1** Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

**LEVEL 4** Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

**How to use this poster**

This poster shows a selection of jobs that have some link with the subject of Maths. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book and the website, jobguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
Do you enjoy or are you good at MEDIA STUDIES?
Have you considered the following occupations?

Usual training requirements
LEVEL 1 Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.
LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.
LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.
LEVEL 4 Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

How to use this poster
This poster shows a selection of jobs that have some link with the subject of Media Studies. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book and the website, jobguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
Do you enjoy or are you good at PERFORMING ARTS?
Have you considered the following occupations?

**Usual training requirements**

**LEVEL 1** Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

**LEVEL 4** Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

**How to use this poster**

This poster shows a selection of jobs that have some link with the subject of Performing Arts. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book and the website, jobguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
Do you enjoy or are you good at PHYSICAL EDUCATION?

Have you considered the following occupations?

**Usual training requirements**

**LEVEL 1** Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

**LEVEL 4** Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

**How to use this poster**

This poster shows a selection of jobs that have some link with the subject of Physical Education. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book and the website, jobguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
Do you enjoy or are you good at PHYSICS?

Have you considered the following occupations?

Usual training requirements

**LEVEL 1** Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

**LEVEL 4** Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

How to use this poster

This poster shows a selection of jobs that have some link with the subject of Physics. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book and the website, jobguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
Do you enjoy or are you good at RURAL STUDIES?
Have you considered the following occupations?

Usual training requirements

**LEVEL 1** Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

**LEVEL 4** Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

How to use this poster

This poster shows a selection of jobs that have some link with the subject of Rural Studies. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book and the website, jobguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
Do you enjoy or are you good at TEXTILES AND DESIGN? Have you considered the following occupations?

Usual training requirements

LEVEL 1 Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

LEVEL 4 Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

How to use this poster

This poster shows a selection of jobs that have some link with the subject of Textiles and Design. If you are interested in any of the jobs listed you will find more information in the national career information service website myfuture.edu.au, in Job Guide the book and the website, jobguide.dest.gov.au, or by visiting your local library or Career Information Centre. The four educational levels are used in these sheets as a guide only. The levels indicate the most common educational and/or entry requirements for these jobs.
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