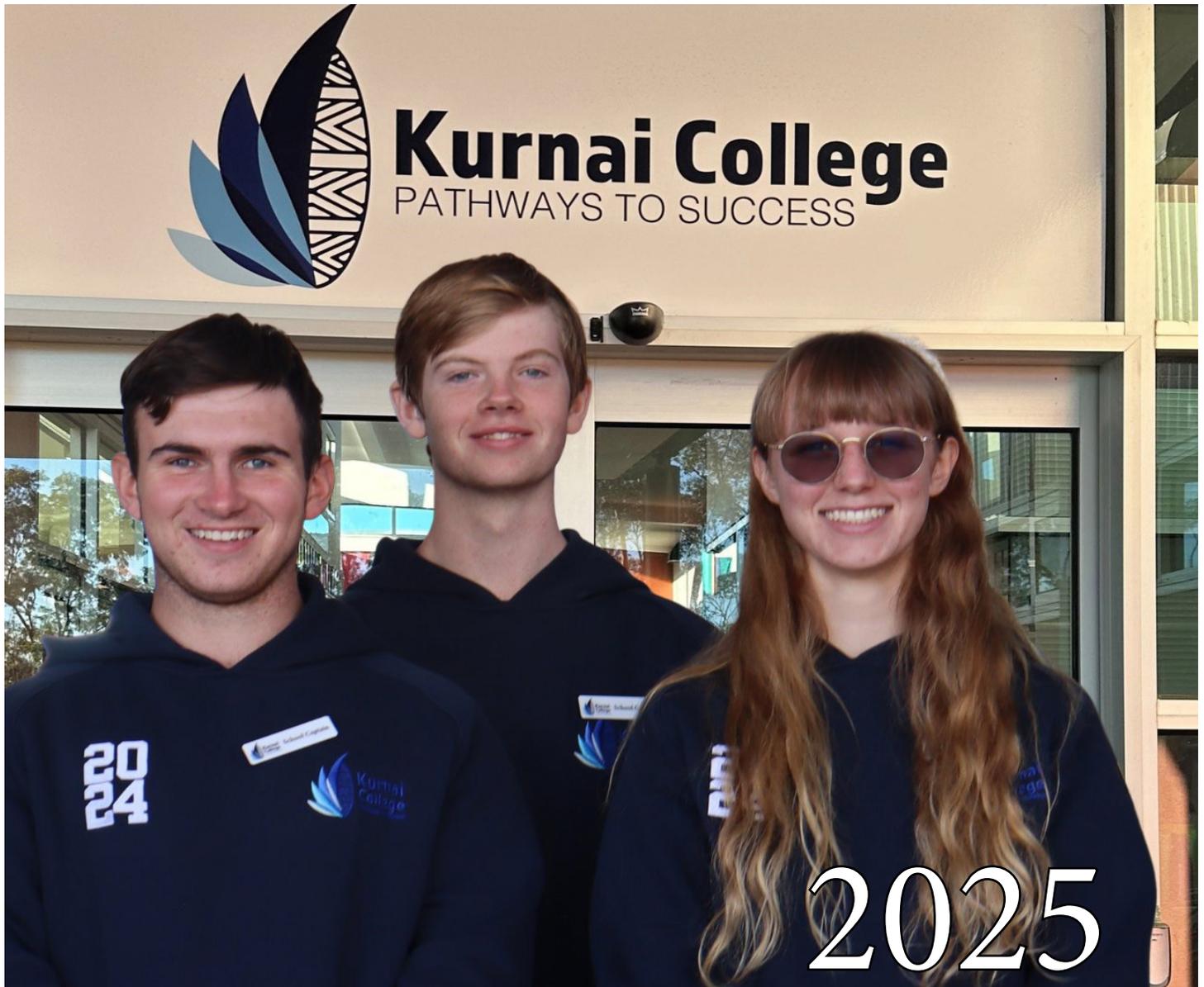


# Kurnai College

PROGRAMS OF STUDY 2025



Careers & Pathways  
VCE • VCE VM • VPC • VET



**Kurnai  
College**  
PATHWAYS TO SUCCESS

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# Introductory Letter



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 carers 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, TAFE Gippsland and various local community groups 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.

## 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 MATCH, available in the career's room
- Comb 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** A qualification that is recognised around the world. Provides pathways to further study at university, TAFE, and into the 'world of work'.
- VCE VM** The VCE Vocational Major is a 2-year vocational and applied learning program that will enable transitions into apprenticeships, traineeships, further education and training and university (via non-ATAR pathways).
- 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. VCE VM students are required to study a VET subject as part of their VCE VM program.

## CHOOSING SUBJECTS THAT SUIT YOU

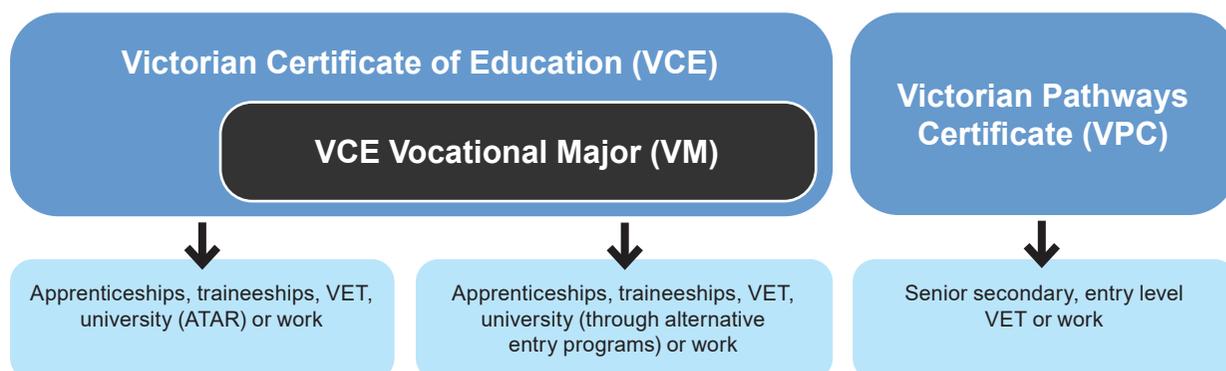
### STARTING YEAR 11

If you are starting Year 11 you and your parents/caregivers will have already made an important decision about choosing 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 continued on page 4

### 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

There is no such thing as an 'easy' subject. Your success in a subject is dependent on your commitment and enthusiasm, not what is perceived to be an 'easy option'.

### 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 goals 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 the option for students to exit school and pursue 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](http://WWW.JOBGUIDE.EDUCATION.GOV.AU)

- Describes nearly 400 occupations, and their education and training pathways, as well as career planning and job seeking information.

### [WWW.MYFUTURE.EDU.AU](http://WWW.MYFUTURE.EDU.AU)

- Online career exploration and information service useful for all students and parents.

### [WWW.AUSTRALIANAPPRENTICESHIPS.GOV.AU](http://WWW.AUSTRALIANAPPRENTICESHIPS.GOV.AU)

- Information about Australian Apprenticeships in a range of industries and how to find them.

### [WWW.YOUTHCENTRAL.VIC.GOV.AU](http://WWW.YOUTHCENTRAL.VIC.GOV.AU)

- Youth Central - life from every angle. Study, Health, Jobs, Housing, and more.

## Enhancement Studies

# 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 Australian Tertiary Admissions 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.

## VCE Vocational Major (VCE VM) and Victorian Pathways Certificate (VPC)

Students attending Kurnai College – University Campus have a choice of three certificates of study – the Victorian Certificate of Education (VCE), VCE Vocational Major (VCE VM) and the Victorian Pathways Certificate (VPC).

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

The VCE VM 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 VCE VM 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 VCE VM 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

### 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 VCE VM STRUCTURED?

The VCE VM program has five curriculum areas that are known as strands. These strands are:

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

All learning programs must include elements from each strand.

### ASSESSMENT

VCE VM units are assessed by generic sets of learning outcomes that are school assessment 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. VET is mandatory.

### FLEXIBILITY

There are a great deal of cross-credits between VCE and VCE VM. Students who start a VCE VM program may decide to move into a VCE program at some stage. Credit transfers in the two VCE VM 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 VCE VM QUALIFICATION?

A student is awarded a certificate when they gain 16 credits.

Students complete at least 16 units including:

- Three Literacy or VCE English units (Including a unit 3 and 4 sequence)
- Three other unit 3 and 4 sequences
- Two Numeracy or VCE Mathematics units
- Two Work Related Skills units
- Two Personal Development skills
- 180 hours of VET at Certificate II level or above

Students can also include other VCE subjects and structured workplace learning.

### THE VICTORIAN PATHWAYS CERTIFICATE (VPC) IS A NEW INCLUSIVE AND FLEXIBLE CERTIFICATE

It will replace Foundation VCAL. It offers an engaging curriculum and additional support for you to develop the work-related skills and capabilities you need to succeed.

The VPC is normally completed in year 11 and 12, but it is flexible so it can be started earlier or finished over a longer period than 2 years. The coursework is designed and delivered at a more accessible level than the VCE and VCE Vocational Major. You can study the VPC at your own pace and your teachers will assess your progress through a range of classroom learning activities.

Your school may allow you to start the VPC at any time during the school year. The time you take to finish the VPC is flexible.

You should discuss the VPC's suitability for you with your school and your family.

### STUDY OPTIONS IN THE VPC

1. Choose from four studies:

- VPC Literacy
- VPC Numeracy
- VPC Work Related Skills
- VPC Personal Development Skills

2. Add VCE and VCE VM units or VET units of competency

3. Spend some time in a workplace as part of your learning. This is known as Structured Workplace Learning.

Your teacher or careers counsellor will help you develop a program that suits your learning needs and interests.

VCE VM & VPC continued on page 6

## VCE Vocational Major (VCE VM) and Victorian Pathways Certificate (VPC)

### WHERE THE VPC CAN TAKE YOU

If you've missed a lot of school or have additional learning needs, the VPC will help you progress to the VCE Vocational Major, entry level TAFE, VET or to get a job.

### GETTING THE VPC

You must complete at least 12 units, including:

- 2 units of VPC Literacy (or units from the VCE English group including VCE VM Literacy)
- 2 units of VPC Numeracy (or units from the VCE Mathematics group including VCE VM Numeracy)
- 2 VPC Work Related Skills units
- 2 VPC Personal Development Skills units

Many students will undertake more than 12 units in their VPC.

## 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.

## VET Program

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, VCE VM or VPC 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 to make the transition to further education or training, work or a blend of both training and work.

Successful completion of a VET program provides students with:

- two qualifications which can be either: a Victorian Certificate of Education VCE or VCE VM, VPC
- two Statements of Results giving details of units completed in the VCE, VCE VM or VPC 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
- 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.

### SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

School Based Apprenticeships and Traineeships involve students in a program of part time work, off-the-job training and VCE, VCE VM or VPC classes. In most cases, the completion of the part-time apprenticeship will contribute units towards the completion of a VCE, VCE VM, VPC or VCE certificate.

Part-time apprenticeships are available in a range of training packages and will require the student to apply to the training organisation. The Baw Baw Local Learning and Employment Network has an employment officer who can assist students to locate suitable employment and can help to negotiate suitable training with a part-time job. 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.

### 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. Unit 1 and 2 can be taken as single units - that is, just the Unit 1 or just the Unit 2 - but Unit 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 Unit 1 and 2
- English as an Additional Language (EAL) Unit 1-4
- English Language Unit 1-4
- Literature Unit 1-4

### EXAMPLE OF A VCE PROGRAM

Year 11	English (any) Unit 1 & 2	General Maths Unit 1 & 2	Health and Human Dev Unit 1 & 2	Psychology Unit 1 & 2	Food Studies Unit 1 & 2	Biology Unit 1 & 2
Year 12	English (any) Unit 3 & 4	General Maths Unit 3 & 4	Health and Human Dev Unit 3 & 4	Psychology Unit 3 & 4	Food Studies Unit 3 & 4	Study Hall

# VCE Pathways

Accountant	10
Advertising Account Executive	10
Agricultural Scientist	10
Architect	11
Automotive Mechanic	11
Beauty Therapist	11
Carpenter	12
Chef	12
Childcare Worker	12
Chiropractor	13
Civil Engineer	13
Dentist	13
Dietitian	14
Economist	14
Electrical Engineer	14
Electrician	15
Environmental Engineer	15
Event Manager	15
Fashion Designer	16
Fitter & Turner	16
Games Developer	16
Graphic Designer	17
Hairdresser	17
Human Resource Manager	17



Interior Designer	18
Journalist	18
Lawyer / Legal Clerk	18
Marketing Coordinator	19
Medical Practitioner	19
Nurse	19
Park Ranger	20
Pharmacist	20
Photographer	20
Physiotherapist	21
Plumber	21
Project Manager / Construction	21
Psychologist	22
Radiographer	22
Social Worker / Youth Worker	22
Stockbroker	23
Teacher	23
Town Planner	23
Visual Artist	24

## Accountant

# Accountant

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Maths Methods	Business Management	Accounting	Information Technology	General Maths
12	English (any)	Maths Methods	Business Management	Accounting	Information Technology	Legal Studies

### 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 25)

P25

## Advertising Account Executive

# Advertising

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Visual Comm	Art	VET Multimedia	Information Technology
12	English (any)	General Maths	Visual Comm	Art	VET Multimedia	Business Management

### Double check

**BEFORE FINALISING UNITS:**  
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**ABOUT OTHER UNITS:**  
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### What's next?

Look up the details of the VCE Unit Descriptions (page 25)

P25

## Agricultural Scientist

# Ag Scientist

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Specialist Maths	Maths Methods	Chemistry	Environmental Science	Biology
12	English (any)	General Maths	Maths Methods	Chemistry	Environmental Science	VET Agriculture

### 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 25)

P25

## Architect

# Architect

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Maths Methods	Visual Comm	Art	Physics
12	English (any)	General Maths	Maths Methods	Visual Comm	Art	History

### 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 25)

P25

## Automotive Mechanic

# Auto Mechanic

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Systems Engineering	Information Technology	VET Auto-motive	Business Management
12	English (any)	General Maths	Systems Engineering	Information Technology	VET Auto-motive	Physical Education

### 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 25)

P25

## Beauty Therapist

# Beauty Therapist

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Health & Human Development	Biology	Studio Art	VET Beauty	Business Management
12	English (any)	Health & Human Development	Biology	Studio Art	VET Beauty	Chemistry

### 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).

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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 VCE requirements.

### What's next?

Look up the details of the VCE Unit Descriptions (page 25)

P25

## Carpenter

# Carpenter

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Production Design & Tech	Visual Comm	VET Building & Construction	Business Management
12	English (any)	General Maths	Production Design & Tech	Visual Comm	VET Building & Construction	Information Technology

### 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 25)

P25

## Chef

# Chef

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Food Studies	Art	VET Hospitality	Business Management
12	English (any)	General Maths	Food Studies	Art	VET Hospitality	Accounting

### 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 25)

P25

## Childcare Worker

# Childcare Worker

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Health & Human Development	Psychology	Food Studies	VET Early Childhood
12	English (any)	General Maths	Health & Human Development	Psychology	Food Studies	VET Early Childhood

### 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 25)

P25

## Chiropractor

# Chiropractor

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Health & Human Development	Biology	Physical Education	VET Health Services Assistant
12	English (any)	General Maths	Health & Human Development	Biology	Physical Education	VET Health Services Assistant

### 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 25)

P25

## Civil Engineer

# Civil Engineer

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Specialist Maths	Maths Methods	Physics	Production Design & Tech	VET Engineering
12	English (any)	Specialist Maths	Maths Methods	Physics	Production Design & Tech	Visual Comm

### 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 25)

P25

## Dentist

# Dentist

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Specialist Maths	Maths Methods	Chemistry	Biology	Physics
12	English (any)	Specialist Maths	Maths Methods	Chemistry	Biology	Health & Human Development

### 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 25)

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## Dietitian

# Dietitian

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Chemistry	Biology	Food Studies	Physics
12	English (any)	General Maths	Chemistry	Biology	Food Studies	Physical Education

### 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 25)

P25

## Economist

# Economist

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Specialist Maths	Maths Methods	Accounting	Economics	Legal Studies
12	English (any)	Specialist Maths	Maths Methods	Accounting	Economics	Business Management

### 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 25)

P25

## Electrical Engineer

# Electrical Engineer

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Specialist Maths	Maths Methods	Physics	VET Engineering	Systems Engineering
12	English (any)	Specialist Maths	Maths Methods	Physics	VET Engineering	VET Electro-technology

### 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 25)

P25

## Electrician

# Electrician

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Maths Methods	Physics	VET Electro-technology	Business Management
12	English (any)	General Maths	Maths Methods	Physics	VET Electro-technology	Production Design & Tech

### 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 25)

P25

## Environmental Engineer

# Enviro Engineer

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Specialist Maths	Maths Methods	Chemistry	Outdoor Environmental Studies	VET Engineering
12	English (any)	Specialist Maths	Maths Methods	Chemistry	Outdoor Environmental Studies	Biology

### 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 25)

P25

## Event Manager

# Event Manager

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Food Studies	Business Management	Information Technology	VET Hospitality
12	English (any)	General Maths	Food Studies	Business Management	Information Technology	Visual Comm

### 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 25)

P25

## Fashion Designer

# Fashion Designer

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Studio Art	Visual Comm	Art	Media	Business Management
12	English (any)	Studio Art	Visual Comm	Art	Media	History

### 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 25)

P25

## Fitter & Turner

# Fitter & Turner

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Visual Comm	VET Engineering	Systems Engineering	Business Management
12	English (any)	General Maths	Visual Comm	VET Engineering	Systems Engineering	Information Technology

### 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 25)

P25

## Games Developer

# Games Developer

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Visual Comm	Information Technology	Media	VET Multimedia
12	English (any)	General Maths	Visual Comm	Information Technology	Media	Business Management

### 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 25)

P25

## Graphic Designer

# Graphic Designer

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Art	Visual Comm	Information Technology	VET Multimedia	Studio Art
12	English (any)	Art	Visual Comm	Information Technology	VET Multimedia	Media

### 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 25)

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## Hairdresser

# Hairdresser

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Biology	Health & Human Development	Art	VET Hairdressing	Business Management
12	English (any)	Biology	Health & Human Development	Art	VET Hairdressing	Chemistry

### 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 25)

P25

## Human Resource Manager

# Human Resource

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Psychology	Business Management	Legal Studies	Media
12	English (any)	General Maths	Psychology	Business Management	Legal Studies	Extended Investigation

### 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 25)

P25

## Interior Designer

# Interior Designer

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Production Design & Tech	Studio Art	Visual Comm	Physics
12	English (any)	General Maths	Production Design & Tech	Studio Art	Visual Comm	Information Technology

### 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 25)

P25

## Journalist

# Journalist

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Literature	Legal Studies	Media	Information Technology
12	English (any)	General Maths	Literature	Legal Studies	Media	Extended Investigation

### 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 25)

P25

## Lawyer / Legal Clerk

# Lawyer / Legal Clerk

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Legal Studies	History	Australian & Global Politics	Psychology	Business Management
12	English (any)	Legal Studies	History	Australian & Global Politics	Psychology	Economics

### 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 25)

P25

## Marketing Coordinator

# Marketing Coord

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Visual Comm	Psychology	Accounting	Business Management
12	English (any)	General Maths	Visual Comm	Psychology	Accounting	Information Technology

### 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 25)

P25

## Medical Practitioner

# Medical Practitioner

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Specialist Maths	Maths Methods	Physics	Biology	Chemistry
12	English (any)	Specialist Maths	Maths Methods	Physics	Biology	Health & Human Development

### 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 25)

P25

## Nurse

# Nurse

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Health & Human Development	Biology	Physical Education	VET Health Services Assistant
12	English (any)	General Maths	Health & Human Development	Biology	Physical Education	VET Health Services Assistant

### 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 25)

P25

## Park Ranger

# Park Ranger

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Outdoor Environmental Studies	Chemistry	Environmental Science	Biology
12	English (any)	General Maths	Outdoor Environmental Studies	Chemistry	Environmental Science	Geography

### 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 25)

P25

## Pharmacist

# Pharmacist

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Specialist Maths	Maths Methods	Biology	Chemistry	Physics
12	English (any)	Specialist Maths	Maths Methods	Biology	Chemistry	Health & Human Development

### 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 25)

P25

## Photographer

# Photographer

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Studio Art	Visual Communication	Art	Media	VET Multimedia
12	English (any)	Studio Art	Visual Communication	Art	Media	Business Management

### 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 25)

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## Physiotherapist

# Physiotherapist

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Biology	Maths Methods	Physical Education	General Maths	VET Health Services Assistant
12	English (any)	Biology	Maths Methods	Physical Education	General Maths	VET Health Services Assistant

### 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 25)

P25

## Plumber

# Plumber

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Information Technology	VET Engineering	Production Design & Tech	Business Management
12	English (any)	General Maths	Information Technology	VET Engineering	Production Design & Tech	Geography

### 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 25)

P25

## Project Manager / Construction

# Project Manager

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Specialist Maths	Maths Methods	Physics	Visual Comm	VET Engineering
12	English (any)	Specialist Maths	Maths Methods	Physics	Visual Comm	Environmental Science

### 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 25)

P25

## Psychologist

# Psychologist

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Psychology	Biology	Health & Human Development	VET Community Services
12	English (any)	General Maths	Psychology	Biology	Health & Human Development	Art

### 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 25)

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## Radiographer

# Radiographer

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Specialist Maths	Maths Methods	Physics	Chemistry	Biology
12	English (any)	Specialist Maths	Maths Methods	Physics	Chemistry	Health & Human Development

### 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 25)

P25

## Social Worker / Youth Worker

# Social Worker

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Legal Studies	Health & Human Development	Physical Education	Psychology	VET Community Services
12	English (any)	Legal Studies	Health & Human Development	Physical Education	Psychology	Australian & Global Politics

### 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 25)

P25

## Stockbroker

# Stockbroker

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Economics	Accounting	Business Management	Legal Studies
12	English (any)	General Maths	Economics	Accounting	Business Management	Information Technology

### 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 25)

P25

## Teacher

# Teacher

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	History	Biology	Art	Psychology
12	English (any)	General Maths	History	Biology	Art	Information Technology

### 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 25)

P25

## Town Planner

# Town Planner

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	General Maths	Economics	Geography	Outdoor Environmental Studies	Physics
12	English (any)	General Maths	Economics	Geography	Outdoor Environmental Studies	Environmental Science

### 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 25)

P25

## Visual Artist

# Visual Artist

### VCE Study Pathway

YEAR	MUST DO	OPTIONS				OTHER CHOICES
11	English (any)	Studio Art	Visual Comm	Art	VET Multimedia	Business Management
12	English (any)	Studio Art	Visual Comm	Art	VET Multimedia	Media

### 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 25)

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## Additional Information

[WWW.VCAA.VIC.EDU.AU/VCE/STUDIES/](http://WWW.VCAA.VIC.EDU.AU/VCE/STUDIES/)

The VCAA Website has more details about VCE studies, including:

- past and sample exams
- study designs
- assessment advice
- teacher support materials.

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

### Unit 1

#### EN12

Students make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text. Students demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

EAL student make personal connections with, and identify selected vocabulary, text structures, language features and ideas in, a text. Students demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe decisions made about selected vocabulary, text structures, language features and conventions used during writing processes.

#### AREAS STUDIED

- Reading and exploring texts
- Crafting texts.

### Unit 2

#### EN22

Students explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. Students explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

EAL students identify and develop analysis of how the vocabulary, text structures, language features and ideas in a text construct meaning. Students explore and develop analysis of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

#### AREAS STUDIED

- Reading and exploring texts
- Exploring argument.

### Unit 3

#### EN34

Students analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning. Students produce their own texts, using effective writing skills, to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

EAL Students listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning. Students demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to comment on their decisions made through writing processes.

#### AREAS STUDIED

- Reading and responding to texts
- Creating texts.

### Unit 4

#### EN34

Students analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning. Students analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

EAL Students discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning. Students analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

#### AREAS STUDIED

- Reading and responding to texts
- Analysing argument.

English Language explores the ways in which language is used by individuals and groups and how it reflects our thinking and values. By learning about how we shape and can be shaped by our use of language, we can develop deeper understandings about ourselves, those who surround us and the society in which we live. These understandings enhance the skills for effective communication in all contexts. This subject is structured as a scientific study of the English Language and is informed by the discipline of linguistics.

### Unit 1 Language and Communication

#### EL1

In this unit, students consider the ways language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs and conventions. The relationship between speech and writing as the dominant language modes and the impact of situational and cultural contexts on language choices are also considered. 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 (Sociology & General Linguistics)
- Language acquisition (Biology & Psychology).

### Unit 2 Language Change

#### EL2

In this unit, students consider factors contributing to change in the English language over time and factors contributing to the spread of English. They explore texts from the past and from the present and consider how language change affects each of the subsystems of language – phonetics and phonology, morphology, lexicology, syntax, discourse, and pragmatics and semantics. Students also consider how attitudes to language change can vary markedly.

Students also consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students investigate how contact between English and other languages has led to the development of geographical and ethnic varieties but has also hastened the decline of the languages of indigenous peoples. They consider the cultural repercussions of the spread of English.

#### AREAS STUDIED

- English across time (History)
- Englishes in contact (Anthropology).

### Unit 3 Language Variation & Purpose

#### EL3

In this unit, students investigate English language in contemporary Australian settings. They consider language as a means of interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Students examine the features of formal and informal language in both spoken and written language modes; the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the role played by the functions of language when conveying a message; and the particular context in which a message is conveyed. Students learn how speakers and writers select language features and how this in turn establishes the degree of formality within a discourse.

#### AREAS STUDIED

- Informality (Applied Linguistics)
- Formality (Applied Linguistics).

### Unit 4 Language Variation & Identity

#### EL4

In this unit, students focus on the role of language in establishing and challenging different identities. They will learn about the many varieties of English used in contemporary Australian society and study how these varieties are influenced by the intersection of geographical, cultural and social factors. Students will also examine texts to explore the ways different identities are imposed, negotiated and conveyed. They will explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Students will also explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

#### AREAS STUDIED

- Language variation in Australian society (Anthropology & Sociolinguistics)
- Individual and group identities (Sociology).

## Literature

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and higher-order thinking to express and develop their critical and creative voices.

### Unit 1 Approaches to Literature

LI12

In this unit students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

#### AREAS STUDIED

- Reading practices
- Exploration of literary movements and genres

### Unit 2 Context and connections

LI22

In this unit students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

#### AREAS STUDIED

- Voices of country
- The text in its context

### Unit 3 Form and transformation

LI33

In this unit students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

#### AREAS STUDIED

- Adaptations and transformations
- Developing interpretations

### Unit 4 Interpreting texts

LI34

In this unit students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

#### AREAS STUDIED

- Creative responses to text
- Close analysis of texts

## Health & Human Development

# Health & 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 Unit 1 and 2 Health and Human Development prior to studying Unit 3 and 4.

### Unit 1 Understanding health and wellbeing

H&HD1

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort

### Unit 2 Managing health and development

H&HD2

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

### Unit 3 Australia's health in a globalised world

H&HD3

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry.

#### AREAS STUDIED

- health status of Australians
- public health approaches and the interdependence of different health models
- Australian health system

### Unit 4 Health and human development in a global context

H&HD4

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

Students look at global action to improve health and wellbeing and human development.

## Mathematics

# Mathematics

### Foundation Mathematics Year 11

MA12

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.

A scientific calculator is required. VCE Foundation maths leads to General Maths unit 1,2 but not a Year 12 unit 3,4.

#### AREAS STUDIED

- Numbers and Structure
- Patterns and number
- Data
- Measurement
- Algebra
- Consumer Math
- Estimation

### General Mathematics Year 11

GM12

General Mathematics is for a wide range of students interested in a wide range of careers such as Trades, Retail, Business, Office, Health science or Technical careers.

A CAS Graphics Calculator is required, General Mathematics unit 1,2 leads to General Mathematics 3,4.

#### AREAS STUDIED

- Data Analysis
- Algebra & structure
- Linear equation
- Finance mathematics
- Graphs of linear and non-linear relations
- Graphs
- Network

### Mathematical Methods Year 11

MM12

Mathematical Methods is suited to students who are considering university. A Graphics Calculator is required.

#### AREAS STUDIED

- Algebra
- Functions and graphs
- Probability
- Finance

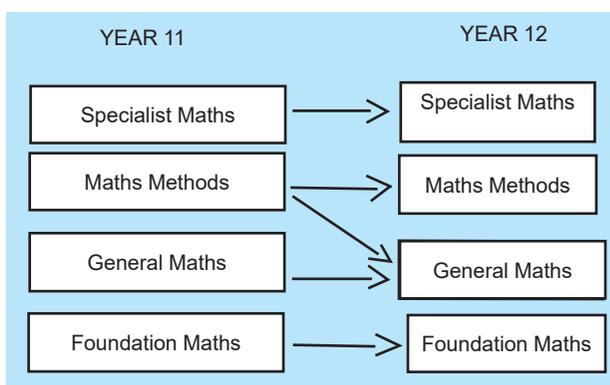
### Specialist Mathematics Year 11

SM12

Specialist Mathematics is taken in partnership with Mathematical Methods in Year 11, and leads to any Mathematics subject in Year 12. It is especially suited to students who are considering university. This is a good combination for students who like mathematics and want to keep their options open. A CAS Graphics Calculator is required.

#### AREAS STUDIED

- Algebra & structure
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics
- Proof and algorithms
- Vectors
- Complex Number



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.

### Foundation Mathematics Year 12

MA34

Foundation Maths equips students with mathematical knowledge, skills, and problem-solving abilities in various real-life contexts. It covers areas like algebra, data analysis, discrete mathematics, and measurement. Unit 3 and 4 focus on these topics, with each unit covering two areas of study. The content is based on students' existing studies, work, personal experiences, and global events. Prior knowledge from Unit 1 and 2 is assumed and applied in developing related content. Students will use techniques involving arithmetic, sets, data displays, diagrams, algebra, measures, equations, and graphs, with or without technology. Technology's numerical, graphical, geometric, symbolic, and statistical functionalities are integrated throughout the units.

### General Mathematics Year 12

GM34

General Mathematics is a comprehensive, general purpose mathematics unit for Business, Retail, Trade, Office, or Health science careers. A CAS Graphics Calculator is compulsory. Students undertaking General maths must have SUCCESSFULLY completed General Mathematics unit 1,2.

#### AREAS STUDIED

- Data analysis
- Recursion and financial modelling
- Matrices
- Networks & decision mathematics
- Geometry & measurement
- Graphs & relations

### Mathematical Methods Year 12

MM34

Mathematical Methods can be taken alone, or with Further Mathematics or Specialist Mathematics. It is an algebra based maths unit which is needed for many science, business or computer university courses.

Students undertaking Mathematical Methods Year 12 must have SUCCESSFULLY completed Mathematical Methods Year 11. A CAS Graphics Calculator is compulsory.

#### AREAS STUDIED

- Algebra
- Calculus
- Functions & graphs
- Probability & statistics

### Specialist Mathematics Year 12

SM34

Specialist Mathematics must be taken with Mathematical Methods Year 12. It is a calculus based maths unit which is needed for many applied science and engineering courses. Students undertaking Specialist Mathematics must have SUCCESSFULLY completed Mathematical Methods Year 11 and Specialist Mathematics Year 11. A CAS Graphics Calculator is compulsory.

#### AREAS STUDIED

- Algebra
- Calculus
- Vectors
- Function and graphs
- Probability & statistics
- Mechanics

# Outdoor & Environmental Studies **Outdoor Enviro**

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

Students will be required to attend compulsory camps and overnight trips throughout the year to achieve a Satisfactory pass for this subject. Please be aware that students may incur costs associated with these excursions.

## PATHWAY INTERESTS

Future pathway interests for students completing Outdoor and Environmental Studies include: outdoor or environmental educator, park ranger, ecotourism or adventure-tourism worker, natural-science work (field or lab-based positions), land and resource management roles (Parks, DELWP, CMA's), environmental/adventure activity programs.

### Unit 1 Exploring Outdoor Experiences

#### OES12

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

#### AREAS STUDIED

- Motivations for outdoor experiences
- Influences on outdoor experiences

### Unit 2 Discovering Outdoor Environments

#### OES12

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments.

Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

#### AREAS STUDIED

- Investigating outdoor environments
- Impacts on outdoor environments

### Unit 3 Relationships with Outdoor Environments

#### OES34

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction.

#### AREAS STUDIED

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

### Unit 4 Sustainable Outdoor Relationships

#### OES34

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in 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

### PE1

In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement.

Through practical activities, students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.

## Unit 2 Sports coaching & physically active lifestyles

### PE2

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level.

## Unit 3 Physical education

### PE3

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.

Students learn about the three energy systems and how each system contributes to performance. The relative contribution and interplay of these systems is investigated.

The causes of fatigue are explored and some strategies to promote recovery are also investigated.

A variety of methods are used to determine the required knowledge. Including a range of practical activities, investigative activities and analysis.

## Unit 4 Physical education

### PE4

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective and apply relevant training methods and principles to improve performance. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity.

Students will participate in a variety of training sessions using a variety of training methods. They will consider the manner in which fitness can be improved through the application of appropriate training methods and principles.

Students shall design and evaluate training programs to enhance different fitness components.

Students will explore and explain the chronic adaptations to the cardiovascular, respiratory and muscular systems in response to training.

## Environmental Science

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?

### Unit 1 How are Earth's dynamic systems interconnected to support life?

#### ES1

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. They also focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality.

#### AREAS STUDIED

- Ecology
- Earth & Space Science
- Biology
- Meteorology
- Practical Investigation

### Unit 2 What affects Earth's capacity to sustain life?

#### ES2

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

#### AREAS STUDIED

- Environmental Chemistry
- Toxicology
- Agricultural Science, Sustainability & Environmental Management

### Unit 3 How can biodiversity and development be sustained?

#### ES3

In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

#### AREAS STUDIED

- Ecology and Biodiversity
- Sustainability & Environmental Management

### Unit 4 How can climate change and the impacts of human energy use be managed?

#### ES4

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

#### AREAS STUDIED

- Climate Science
- Sustainability & Ethics
- Environmental Physics
- Practical investigation

## Psychology

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behavior and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

Key Science skills taught include:

- Develop aims and questions, formulate hypotheses and make predictions
- Plan and conduct investigations
- Comply with safety and ethical guidelines.

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

PY11

Students investigate the structure and functioning of the human brain and the role it plays in mental processes and behavior and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

#### AREAS STUDIED:

- What influences psychological development?
- How are mental processes and behavior influenced by the brain

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

PY22

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. 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.

#### AREAS STUDIED:

- How are people influenced to behave in particular ways?
- What influences a person's perception of the world?
- How do scientific investigations

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

PY33

Students investigate the contributions that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

#### AREAS STUDIED:

- How does the nervous system enable psychological functioning?
- How do people learn and remember?

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

PY44

Students explore the demand for sleep and the influences of sleep on mental wellbeing. Students consider ways in which mental wellbeing may be defined and conceptualized, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing.

#### AREAS STUDIED:

- How does sleep affect mental processes and behaviour?
- What influences mental wellbeing?
- How is scientific inquiry used to investigate?

## 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 Unit 1 and 2 before they begin Unit 3 and 4.

### Unit 1 How do organisms regulate their functions?

BI11

Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes, cell growth, replacement and death.

#### AREAS STUDIED

- Structure and functioning of cells and how the plasma membrane contributes to survival.
- How specific systems in plants and animals are regulated.
- Students design and conduct a scientific investigation related to function and/or regulation of cells or systems.

### Unit 2 How does inheritance impact on diversity?

BI12

Students focus on different reproductive strategies and explore the nature of chromosomes and genetic inheritance. They also evaluate how adaptations and interdependencies can enhance the survival of a species within an ecosystem.

#### AREAS STUDIED

- Nature of genes, the use of genetic language and patterns of inheritance.
- Advantages and disadvantages of different reproductive strategies.
- Structural, physiological and behavioural adaptations for survival.
- Investigation of an issue relating to genetics, reproductive science or adaptations.

### Unit 3 How do cells maintain life?

BI33

Students investigate the workings of the cell from several perspectives and explore the relationship between nucleic acids and proteins, examining the consequences of manipulating DNA. They also look closely at molecular interactions and cellular processes in biochemical pathways.

#### AREAS STUDIED

- The role of nucleic acids and proteins in maintaining life.
- DNA manipulation techniques and applications.
- The regulation of biochemical pathways in photosynthesis and cellular respiration

### Unit 4 How does life change and respond to challenges?

BI34

Students investigate continual change and challenges to life on Earth. They also consider bioethical issues and challenges related to disease.

#### AREAS STUDIED

- Evolutionary biology and paleontology.
- Bioethics, the nature of immunity and immunotherapy in the treatment of disease.
- A student-designed scientific investigation related to a topic(s) from Unit 3 or 4.

## Biology

## Physics

# Physics

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 electro-magnetic radiation (light). This is followed by the topic a Nuclear Radiation to explore characteristics of radioactive substances. Finally, students study the topic of Electricity, exploring the voltage and current measurements in simple series and parallel circuits. Connections are made with household wiring and electrical safety.

#### 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. Students then explore how light is manipulated by optics, to investigate enhancements of human vision. 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

#### PH34

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, in particular the phenomena of circular motion in many different situations.

### Unit 4

#### PH34

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. The connection between mass and energy is investigated through Einstein's theory of Special Relativity and applied

## Accounting

# Accounting

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

VCE Accounting focuses on small business. Students study both theoretical and practical aspects of accounting. Students will use both manual and Information technology (ICT) record, report and analyse financial information.

Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations.

Unit 2, 3 and 4 then focus on a single activity trading business where students build on and extend their accounting skills.

Student will learn how to read documents such as invoices, learn how to use that data to record it and process into meaningful information, and the preparation of financial reports to determine the performance of the business cash flow and profit. Students will also learn how to recall the reports to identify any areas of the business that may need improvement, and come up with strategies for improvement.

Many students who study VCE Accounting will go on to further studies and careers in business and finance. Many students who peruse other areas of study and careers will also find accounting useful in their future careers.

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 from 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 How do chemical reactions shape the natural world?

### 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.

#### AREAS STUDIED

- How do chemicals interact with water
- How are chemicals in water measured and analysed
- Scientific investigation

## Unit 3 How can chemical processes be designed to optimise efficiency?

### CH34

This unit allows students to compare different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They also investigate the design and operating principles of galvanic cells, fuel cells and electrolytic cells. Students analyse manufacturing processes with reference to the factors that influence their reaction rates and extent.

#### AREAS STUDIED

- What are the options for energy production?
- How can the yield of a chemical product be optimised?
- Practical investigation

## Unit 4 How are organic compounds categorised, analysed and used?

### CH34

This unit examines the ways in which organic structures are represented and named. Students consider the nature of the reactions involved to predict the products of reaction pathways to produce particular compounds from given starting materials. An investigation into key food molecules through an exploration of their chemical structures is also undertaken. In particular, the role of enzymes and coenzymes in facilitating chemical reactions is explored.

#### AREAS STUDIED

- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?

## History

# 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 1918-1939

### HI1

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

#### AREAS STUDIED

- Ideology and Conflict: The treaties of WW1
- Changes in social life in the 20th century
- The dominant ideologies of the 20th century

## Unit 2 20th Century History

### HI2

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 – Global Civil Rights Movement

## Unit 3/4 Revolutions

### HI4

These units explore the history of both the French and American 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 and American revolution
- Creating a new society in France and America
- The role of ideas, leaders, movements and events in the development of the French and American revolution (1905-October 1917)
- Creating a new society in France and America

## 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 Planning a Business

#### BM1

This unit explores some of the issues that need to be considered before a business can be established.

#### AREAS STUDIED

- Reasons why business ideas are created and developed
- The ways in which various environments, both internal and external of the business, can impact on the decisions made when planning a business

### Unit 2 Establishing a Business

#### BM2

This unit focuses on the establishment phase of a business's life.

#### AREAS STUDIED

- Students examine the legal requirements that must be satisfied to establish a business
- They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping
- Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years

### Unit 3 Managing a Business

#### BM3

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives.

#### AREAS STUDIED

- Students examine the different types of businesses and their respective objectives
- They consider corporate culture, management styles, management skills and the relationship between each of these
- Students investigate strategies to manage both staff and business operations to meet objectives

### Unit 4 Transforming a Business

#### BM4

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.

#### AREAS STUDIED

- Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance
- They investigate the importance of leadership in change management
- Using a contemporary business case study from the past four years, students evaluate business practice against theory

## Extended Investigation (a Year 12 only subject)

The VCE Extended Investigation enables students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question. The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student's VCE program. Through this study, students develop their capacity to explore, justify and defend their research findings in both oral and written forms to an educated non-specialist audience.

### Unit 3

#### EL34

In this unit students develop skills in question construction and design, explore the nature and purpose of research and various research methodologies, critically review research literature and identify a specific research question. Students undertake initial research and document their progress in their Extended Investigation Journal. They use their Journal to record the progressive refinement of a selected area of interest and the distillation of an individual research question.

#### OUTCOME 1

On completion of this unit the student should be able to design and justify a research question.

#### OUTCOME 2

On completion of this unit the student should be able to write a research plan, begin research and present an oral report to an educated non-specialist audience that explains the investigation and justifies the selected research method/s.

#### OUTCOME 3

On completion of this unit the student should be able to develop and apply the skills of critical thinking.

### Unit 4

#### EL34

This unit is comprised of two parts that together constitute the student's completion of their investigation. The results of the investigation are presented in a final written report and in an oral presentation incorporating a defence to an educated non-specialist audience. While undertaking Unit 4, students are supported and monitored to maintain the dimensions and scope of their investigation and to meet the milestones established in Unit 3.

#### OUTCOME 1

On completion of this unit the student should be able to complete a written report for an educated non-specialist audience that presents and evaluates the results of the extended investigation.

#### OUTCOME 2

On completion of this unit the student should be able to explain the investigation, critically evaluate their research process, and defend research findings in a presentation to an educated non-specialist audience.

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

### Unit 1 The presumption of innocence

#### LS1

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused.

#### AREAS STUDIED

- Foundational knowledge of the law and Australia's legal system.
- The purpose of laws in protecting individuals and achieving social cohesion
- The purpose and key process of the criminal justice system
- Types of crimes and criminal offences
- Criminal sanctions and enforcement
- Purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

### Unit 3 Rights & Justice

#### LC3

In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

#### AREAS STUDIED

- Key principles of the criminal justice system
- The rights of the accused and victims
- The purposes of sentencing
- Key principles of the civil justice system
- The use of class actions to resolve disputes
- Civil remedies and their purpose

### Unit 2 Wrongs and Rights

#### LS2

In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

#### AREAS STUDIED

- The purposes and key concepts in civil law
- Civil remedies
- The principles of Justice
- The protection of human rights in Australia

### Unit 4 The people, the law and reform

#### LC4

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform.

#### AREAS STUDIED

- The role of the crown and the houses of parliament
- The operation of the Constitution
- The role of the courts in making law
- Processes for law reform
- Processes for constitutional reform

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 their 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 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 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 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.

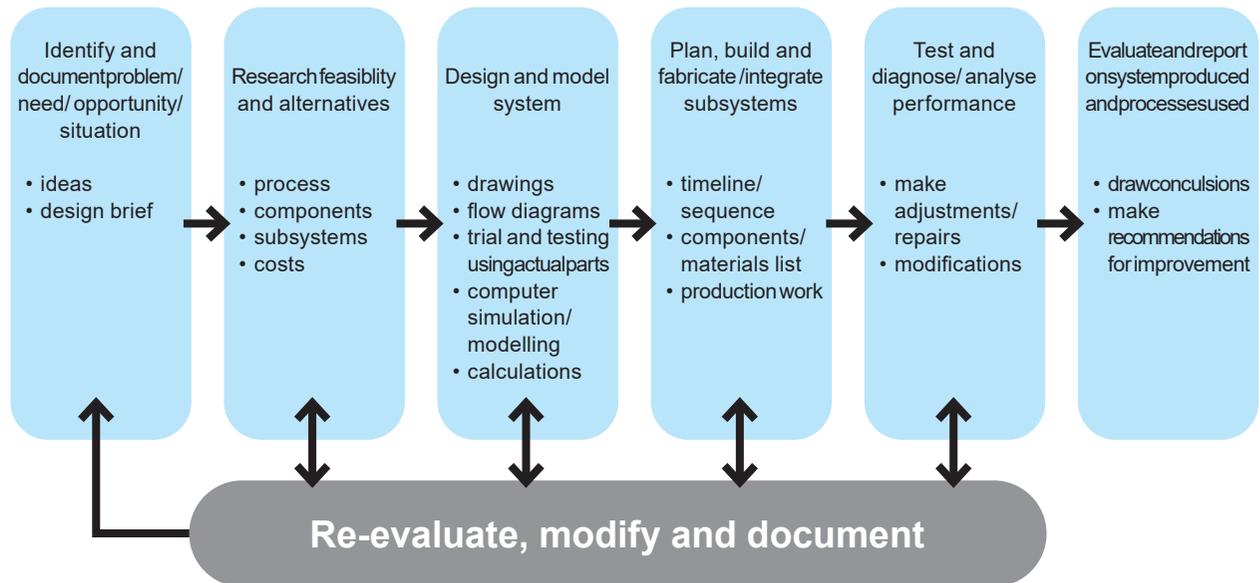
#### AREAS STUDIED

- the experience of community
- social movement and social change.

# Systems Engineering

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the Systems Engineering Process, which takes a project-management approach. It focuses on mechanical and electrotechnology engineered systems. Students will integrate aspects of designing, planning, fabricating, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through either a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design, manufacturing and evaluation techniques. These skills, and the ability to apply systems engineering processes, are growing in demand as industry projects become more complex and multidisciplinary.

## The Engineering Process



### Unit 1 Introduction to mechanical systems

SE11

This unit focuses on engineering fundamentals as the basis of understanding underlying principles and the building blocks that operate in simple to more complex mechanical devices. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the main focus is on the construction of a robotics system with moving parts. Application of control systems are encouraged as these build integrated electro-mechanical devices

### Unit 2 Introduction to Electrotechnology systems

SE12

In this unit students study fundamental electrotechnology engineering principles. Through the application of their knowledge and the Systems Engineering Process, students produce operational systems that may also include mechanical components. In addition, students conduct research and produce technical reports.

While this unit contains fundamental physics and theoretical understanding of electrotechnology systems and how they work, student focus remains on the construction of electrotechnology systems. The construction process draws heavily upon design and innovation.

### Unit 3 Integrated and controlled systems

SE34

In this unit students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Through the application of their knowledge, students design and plan an operational, mechanical-electrotechnology integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

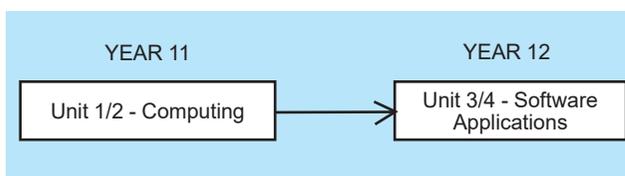
### Unit 4 Systems control and new emerging technologies

SE44

In this unit students complete the production work and test and evaluate the integrated controlled system they designed in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

# Computing Studies

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 1/2 Computing

VCE Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently and effectively when creating digital solutions both individually and as part of a network.

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines each component of an information system (data, people, processes and digital systems) and how their interrelationships affect the types and quality of digital solutions.

Through a structured approach to problem solving, incorporating computational, design and systems thinking, students are equipped to orient themselves towards the future, with an awareness of the technical and societal implications of digital systems.

## Unit 3/4 Software Development

In this unit Unit 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.

# Production Design & Technologies

VCE Product Design and Technologies offers students a range of relevant practical and applied experiences that can support future career pathways in design fields. These include industrial design, textiles, jewellery, fashion, interior spaces and exhibitions, engineering, building and construction, furniture, and transport. Future pathways also include careers in specialised areas of arts and design at professional, industrial and vocational levels.

## Unit 1 Design Practices

### DT1

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

## Unit 2 Positive Impacts for the End Users

### DT12

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

## Unit 3: Ethical product design and development

### DT34

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

## Unit 4: Production and evaluation of ethical designs

### DT34

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health wellbeing through the application of theoretical and practical perspectives. Students explore food through, past and present eating patterns, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental, and ethical dimensions of food and critically evaluate marketing messages and new trends. Throughout the four units, students will develop the abilities to make informed, sustainable, and healthy food choices which will foster a broad awareness and prompt resilient solutions as consumers and advocates of food.

### Unit 1 Food Origins

#### FT1

The focus is on the historical and cultural perspective. Students will investigate the origins and roles of food through time and across the world, examining the influences, patterns, and progression from subsistence to rural based agriculture, to urbanised living and technological influences and globalisation and trade in food commodities. A specific focus will be on Victorian Indigenous food and how the Australian cuisine has changed due to the influences of European settlement, production industries and successive waves of immigration.

### Unit 2 Food Makers

#### FT2

Developing an understanding of food production in Australia, encompassing primary production, food processing and manufacturing, to provide a safe, high-quality food supply catering for all individuals and groups within Australia both domestically and commercially.

### Unit 3 Food in Daily Life

#### FT3

An investigation on the many influences and impacts on food access, choices and consumption and its relationship to identity, connectedness and health; today, over time and changes needed for the future. Students develop a physiological and microbiological understanding of the role of food to nourish the body and the practices to ensure a safe food supply.

#### AREAS STUDIED

- Physiology and conditioning of appetite, hunger, satiety
- Microbiology of eating, digesting and absorption of macronutrients
- Scientific, evidence-based government resources to assist with prevention of lifestyle diseases
- Physiology of food allergies and intolerances
- The role of diet in influencing gut microbiota
- Patterns and influences on eating in Australia
- Influences on food access, choice, and healthy eating
- Marketing of food and influence on consumption.

### Unit 4 Food Issues, Challenges and Futures

#### FT4

A study of global and Australian food systems and the relationship between food security, food sovereignty and food citizenship to adequately feed a rising world population. Issues relating to the environment, climate, ecology, ethics, farming practices, food security and food safety are researched.

#### AREAS STUDIED

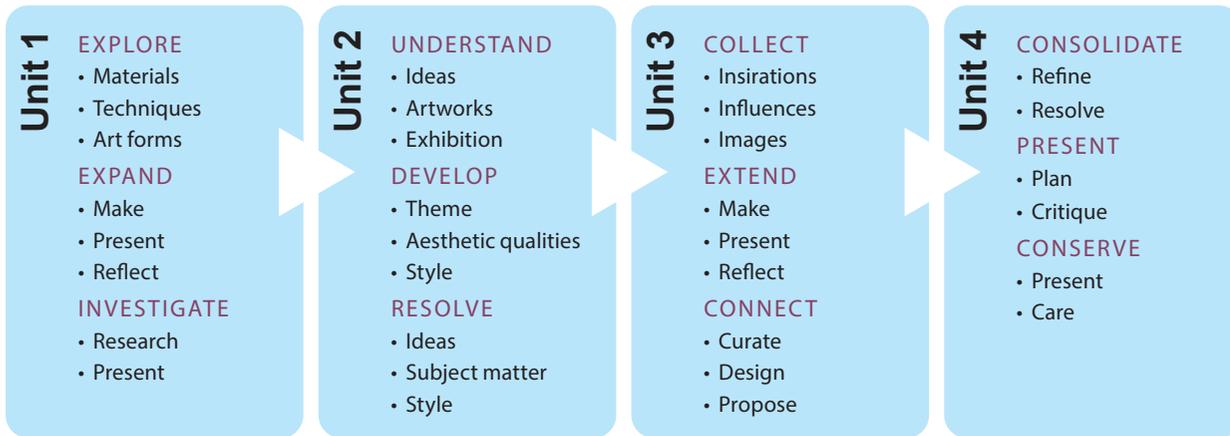
- Factors influencing food literacy, food knowledge and skills
- Use of research in response to contemporary food information, fads, trends and diets
- Labelling information for food consumers
- Use of Scientific, evidence-based government resources to assist with everyday food
- Challenges of adequately feeding a rising world population, and the relationship between food security, food sovereignty and food citizenship
- Environmental sustainability of food production and planetary health
- Sociocultural and ethical concerns associated with food production, consumption and demand
- Characteristics, challenges and advantages of different farming and primary food production
- Environmental effects of food processing, manufacturing, retailing and consumption in Australia.

# Art Making & Exhibiting

Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students will explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language.

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces is integral to study and research in Art Making and Exhibiting.



# Creative Practice

In the study of Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes.

This study provides students with an informed context to support an awareness of art as a tool for cultural, social and personal communication, and the stimulus and inspiration to develop their art practice.



## Media

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms such as film, television, radio, animation, photography and print. Students also examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

Media is ideal for students considering a career in filmmaking, radio, graphic design, multimedia or game design. It is recommended that students complete Unit 1 and 2 prior to Unit 3 and 4.

### Unit 1 Media: Forms, representations and Australian stories

#### ME1

Students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. Students explore media codes and conventions and the construction of meaning in media products.

#### AREAS STUDIED

- Media representations
- Media forms in production
- Australian media.

### Unit 2 Narrative across media forms

#### ME2

Students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students also undertake production activities to design and create narratives as well as analyse the influence of developments in media technologies on individuals and society.

#### AREAS STUDIED

- Narrative, style and genre
- Media production
- Media and change.

### Unit 3 Media narratives, contexts and pre-production

#### ME3

In this unit, students explore stories that circulate in society through a close analysis of a media narrative. They consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Students also study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings. Students also begin the process of research to support their understanding of how they can adopt and employ media techniques in their own works. They use the pre-production stage of the media production process to design the production of a media product for a specified audience. Students also explore and experiment with media technologies to develop skills in a selected media form and reflect on and document their progress. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

#### AREAS STUDIED

- Narratives and their contexts
- Research, development and experimentation
- Pre-production planning

### Unit 4 Media Production: agency and control in and of the media

#### ME4

In this unit, students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students also view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

#### AREAS STUDIED

- Media production
- Agency and control in the media

## Music

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as

an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

Through performance, students sing and play music, demonstrating their knowledge and practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

Through creating, students explore the manipulation of sound, producing new music works and arrangements. Using the music elements and concepts, students apply their knowledge and understanding of compositional devices to their own creations and the works of others.

Through responding and analysing, students investigate and explain the use of music elements, concepts and compositional devices, and respond to music from a variety of contexts, styles and genres. They develop knowledge and skills in identifying and understanding how music is organised, how effect is created and how influences and cultural contexts are manifested in works.

### AIMS

The study of VCE Music enables students to:

- develop and practise musicianship
- perform, create, arrange, improvise, analyse, recreate, reimagine and respond to music from diverse times, places, cultures and contexts including recently created music
- communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- explore and strengthen personal music interests, knowledge and experiences
- use imagination and creativity, and personal and social skills in music making
- access pathways to further education, training and employment in music
- participate and present in life-long music learning and the musical life of their community.

### STRUCTURE

The study is made up of ten units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

The study structure is shown.

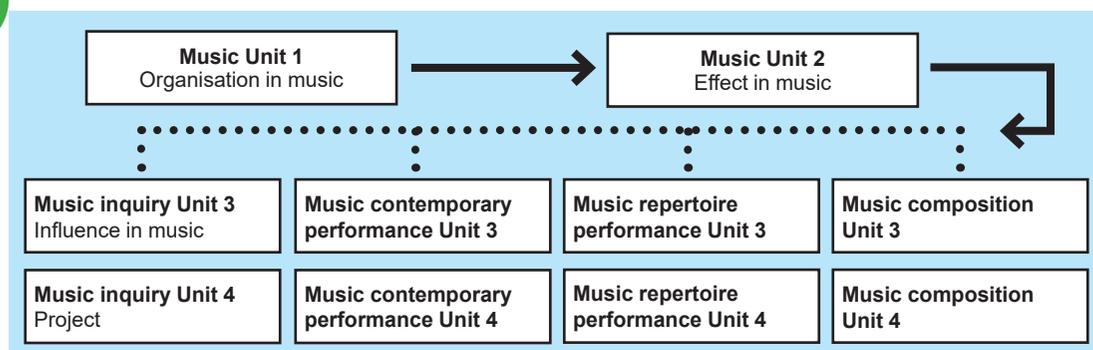
### PRE-REQUISITES

There are no prerequisites for entry to Unit 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Unit 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

It is recommended that students have undertaken a minimum of 3-4 years of instrumental tuition with a specialist teacher prior to considering VCE Music. Students may be required to complete an interview and/or audition to assess musical skill. For more information please contact the College Music Coordinator.

### The Music Study Structure



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 Unit 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 playscripts 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 playscripts
- 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 playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts 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 production.

#### AREAS STUDIED

- Monologue interpretation
- Scene interpretation
- Performance analysis

## Visual Communication

# Visual Comm

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 Unit 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.



# VCE VM Pathways

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## Automotive Mechanic

# Auto Mechanic

### VCE VM Study Pathway

RECOMMENDED PROGRAM				
VCE VM Literacy (English)	VCE VM Numeracy (Maths)	Industry Specific Skills (VET Cert II Automotive)	Work Related Skills (Work Placement)	Personal Development (Options Available)
VCE VM Literacy	VCE VM Numeracy	Industry Specific Skills (VET Cert II Automotive)	Work Related Skills	Personal Development

### 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 VM requirements.

### What's next?

Look up the details of the VET Units (page 57) & VCE VM Units (page 55)

# P57

## Beauty Therapist

# Beauty Therapist

### VCE VM Study Pathway

RECOMMENDED PROGRAM				
VCE VM Literacy (English)	VCE VM Numeracy (Maths)	Industry Specific Skills (VET Cert II Beauty)	Work Related Skills (Work Placement)	Personal Development (Options Available)
VCE VM Literacy	VCE VM Numeracy	Industry Specific Skills (VET Cert II Beauty)	Work Related Skills	Personal Development

### 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 VM requirements.

### What's next?

Look up the details of the VET Units (page 57) & VCE VM Units (page 55)

# P57

## Boiler Maker / Metal Fabricator

# Boiler Maker

### VCE VM Study Pathway

RECOMMENDED PROGRAM				
VCE VM Literacy (English)	VCE VM Numeracy (Maths)	Industry Specific Skills (VET Cert II Engineering)	Work Related Skills (Work Placement)	Personal Development (Options Available)
VCE VM Literacy	VCE VM Numeracy	Industry Specific Skills (VET Cert II Engineering)	Work Related Skills	Personal Development

### 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 VM requirements.

### What's next?

Look up the details of the VET Units (page 57) & VCE VM Units (page 55)

# P57

## Carpenter

# Carpenter

### VCE VM Study Pathway

RECOMMENDED PROGRAM				
VCE VM Literacy (English)	VCE VM Numeracy (Maths)	Industry Specific Skills (VET Cert II Building & Carpenter)	Work Related Skills (Work Placement)	Personal Development (Options Available)
VCE VM Literacy	VCE VM Numeracy	Industry Specific Skills (VET Cert II Building & Carpenter)	Work Related Skills	Personal Development

#### 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 VM requirements.

#### What's next?

Look up the details of the VET Units (page 57) & VCE VM Units (page 55)

P57

## Chef

# Chef

### VCE VM Study Pathway

RECOMMENDED PROGRAM				
VCE VM Literacy (English)	VCE VM Numeracy (Maths)	Industry Specific Skills (VET Cert II Hospitality)	Work Related Skills (Work Placement)	Personal Development (Options Available)
VCE VM Literacy	VCE VM Numeracy	Industry Specific Skills (VET Cert II Hospitality)	Work Related Skills	Personal Development

#### 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 VM requirements.

#### What's next?

Look up the details of the VET Units (page 57) & VCE VM Units (page 55)

P57

## Childcare Worker

# Childcare Worker

### VCE VM Study Pathway

RECOMMENDED PROGRAM				
VCE VM Literacy (English)	VCE VM Numeracy (Maths)	Industry Specific Skills (VET Cert II Community Services)	Work Related Skills (Work Placement)	Personal Development (Options Available)
VCE VM Literacy	VCE VM Numeracy	Industry Specific Skills (VET Cert II Community Services)	Work Related Skills	Personal Development

#### 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 VM requirements.

#### What's next?

Look up the details of the VET Units (page 57) & VCE VM Units (page 55)

P57

## Fitness Instructor

# Fitness Instructor

### VCE VM Study Pathway

RECOMMENDED PROGRAM				
VCE VM Literacy (English)	VCE VM Numeracy (Maths)	Industry Specific Skills (VET Cert II Sport & Recreation)	Work Related Skills (Work Placement)	Personal Development (Options Available)
VCE VM Literacy	VCE VM Numeracy	Industry Specific Skills (VET Cert II Sport & Recreation)	Work Related Skills	Personal Development

### 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 VM requirements.

### What's next?

Look up the details of the VET Units (page 57) & VCE VM Units (page 55)

P57

## Fitter & Turner

# Fitter & Turner

### VCE VM Study Pathway

RECOMMENDED PROGRAM				
VCE VM Literacy (English)	VCE VM Numeracy (Maths)	Industry Specific Skills (VET Engineering)	Work Related Skills (Work Placement)	Personal Development (Options Available)
VCE VM Literacy	VCE VM Numeracy	Industry Specific Skills (VET Engineering)	Work Related Skills	Personal Development

### 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 VM requirements.

### What's next?

Look up the details of the VET Units (page 57) & VCE VM Units (page 55)

P57

## Hairdresser

# Hairdresser

### VCE VM Study Pathway

RECOMMENDED PROGRAM				
VCE VM Literacy (English)	VCE VM Numeracy (Maths)	Industry Specific Skills (VET Cert II Hairdressing)	Work Related Skills (Work Placement)	Personal Development (Options Available)
VCE VM Literacy	VCE VM Numeracy	Industry Specific Skills (VET Cert II Hairdressing)	Work Related Skills	Personal Development

### 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 VM requirements.

### What's next?

Look up the details of the VET Units (page 57) & VCE VM Units (page 55)

P57

## Health Worker

# Health Worker

### VCE VM Study Pathway

RECOMMENDED PROGRAM				
VCE VM Literacy (English)	VCE VM Numeracy (Maths)	Industry Specific Skills (VET Cert II Community Services)	Work Related Skills (Work Placement)	Personal Development (Options Available)
VCE VM Literacy	VCE VM Numeracy	Industry Specific Skills (VET Cert II Community Services)	Work Related Skills	Personal Development

### 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 VM requirements.

### What's next?

Look up the details of the VET Units (page 57) & VCE VM Units (page 55)

P57

## Network Administrator

# Network Admin

### VCE VM Study Pathway

RECOMMENDED PROGRAM				
VCE VM Literacy (English)	VCE VM Numeracy (Maths)	Industry Specific Skills (VET Cert II Information Technology)	Work Related Skills (Work Placement)	Personal Development (Options Available)
VCE VM Literacy	VCE VM Numeracy	Industry Specific Skills (VET Cert II Information Technology)	Work Related Skills	Personal Development

### 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 VM requirements.

### What's next?

Look up the details of the VET Units (page 57) & VCE VM Units (page 55)

P57

## Office Manager

# Office Manager

### VCE VM Study Pathway

RECOMMENDED PROGRAM				
VCE VM Literacy (English)	VCE VM Numeracy (Maths)	Industry Specific Skills (VET Cert II Business Administration)	Work Related Skills (Work Placement)	Personal Development (Options Available)
VCE VM Literacy	VCE VM Numeracy	Industry Specific Skills (VET Cert II Business Administration)	Work Related Skills	Personal Development

### 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 VM requirements.

### What's next?

Look up the details of the VET Units (page 57) & VCE VM Units (page 55)

P57

## Photographer

# Photographer

### VCE VM Study Pathway

RECOMMENDED PROGRAM				
VCE VM Literacy (English)	VCE VM Numeracy (Maths)	Industry Specific Skills (VET Cert II Multimedia)	Work Related Skills (Work Placement)	Personal Development (Options Available)
VCE VM Literacy	VCE VM Numeracy	Industry Specific Skills (VET Cert II Multimedia)	Work Related Skills	Personal Development

### 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 VM requirements.

### What's next?

Look up the details of the VET Units (page 57) & VCE VM Units (page 55)

# P57

## Plumber

# Plumber

### VCE VM Study Pathway

RECOMMENDED PROGRAM				
VCE VM Literacy (English)	VCE VM Numeracy (Maths)	Industry Specific Skills (VET Cert II Building & Construction)	Work Related Skills (Work Placement)	Personal Development (Options Available)
VCE VM Literacy	VCE VM Numeracy	Industry Specific Skills (VET Cert II Building & Construction)	Work Related Skills	Personal Development

### 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 VM requirements.

### What's next?

Look up the details of the VET Units (page 57) & VCE VM Units (page 55)

# P57

## Sales Assistant

# Sales Assistant

### VCE VM Study Pathway

RECOMMENDED PROGRAM				
VCE VM Literacy (English)	VCE VM Numeracy (Maths)	Industry Specific Skills (VET Cert II Retail Operations)	Work Related Skills (Work Placement)	Personal Development (Options Available)
VCE VM Literacy	VCE VM Numeracy	Industry Specific Skills (VET Cert II Retail Operations)	Work Related Skills	Personal Development

### 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 VM requirements.

### What's next?

Look up the details of the VET Units (page 57) & VCE VM Units (page 55)

# P57

## Social Worker / Youth Worker

# Social Worker

### VCE VM Study Pathway

RECOMMENDED PROGRAM				
VCE VM Literacy (English)	VCE VM Numeracy (Maths)	Industry Specific Skills (VET Cert II Community Services)	Work Related Skills (Work Placement)	Personal Development (Options Available)
VCE VM Literacy	VCE VM Numeracy	Industry Specific Skills (VET Cert II Community Services)	Work Related Skills	Personal Development

### 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 VM requirements.

### What's next?

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# VCE VM Unit Descriptions

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## VCE Vocational Major Literacy

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VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

### AREAS OF STUDY

- Literacy for personal use
- Understanding and creating digital texts
- Understanding issues and voices
- Responding to opinions
- Accessing and understanding informational, organisational and procedural texts
- Creating and responding to informational, organisational and procedural texts
- Understanding and engaging with literacy for advocacy
- Speaking to advise or to advocate

## VCE Vocational Major Personal Development

---

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

### AREAS OF STUDY

- Healthy Individuals
- Connecting with the community
- Leadership and teamwork
- Community Project

## VCE Vocational Major Numeracy

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VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

### AREAS OF STUDY

- Number
- Shape
- Quantity and Measure
- Systematics
- Dimension and direction
- Data
- Uncertainty

## VCE Vocational Major Work-related Skills

---

VCE Vocational Major Work-related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway. Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

### AREAS OF STUDY

- Careers and learning for the future
- Workplace skills and capabilities
- Industrial Relations, workplace environment and practice
- Portfolio presentation and presentation

# VET Unit Descriptions

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Health - Health Services Assistance	62
Horticulture	63
Hospitality	63
Information Technology	64
Integrated Technologies (3D Printing & Robotics)	63
Kitchen Cookery	64
Music Industry (Performance or Sound Production)	64
Plumbing	65
Retail Cosmetics	65
Salon Assistant	65
Screen & Media	66
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ALL VET COURSES RUN ONE DAY PER WEEK OVER ONE OR TWO YEARS AT VARIOUS TAFE LOCATIONS WITH THE EXCEPTION OF HEALTH SERVICES ASSISTANCE WHICH IS TIMETABLED THROUGHOUT THE WEEK AT KURNAI COLLEGE.

## Agriculture

Subject: Certificate II in Agriculture

Provider: TAFE Gippsland - Warragul

Introduction: This qualification is delivered face to face with scheduled practical skills days and field trips throughout the year. It is ideal for those who wish to start a career in the food and fibre industry, or further develop their skills and knowledge at the assistant farm hand level. Through this course you will learn basic practical skills in fencing, monitoring water supplies, machinery operation, plant and livestock management. Students undertaking this course will gain the practical skills and knowledge required to carry out routine tasks under general supervision within the agricultural industry.

Eligible for:

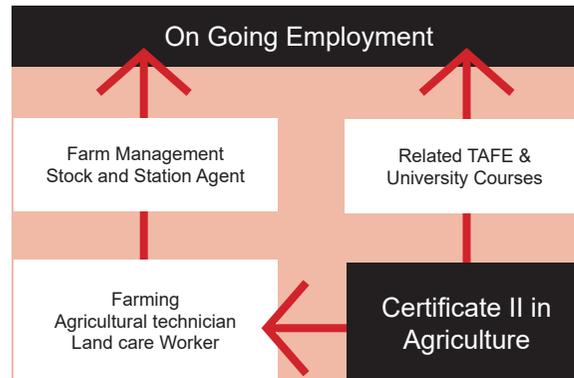
VCE Two units at Unit 1 and 2 level and a Unit 3 and 4 sequence

VCE VM Contributes to Work-related Skills

ATAR An increment towards ATAR – 10% of the lowest study score of the primary four studies

Cost to student: Solid, closed in shoes and clothing suitable for practical work

# Agriculture



## Animal Care

Subject: Certificate II in Animal Care

Provider: TAFE Gippsland - Morwell

Introduction: This qualification is delivered face to face with scheduled excursions over a two-year period. It is a general qualification, for entry into sectors of the animal care and management industry where workers provide care for animals in workplaces such as animal shelters, kennels, catteries, sanctuaries and veterinary clinics. This program assists students with a passion to work within the animal care sector and as an entry pathway to further study.

Entry requirement: Students must have access to a minimum of two types of species of animals For example; cats, dogs, birds or fish.

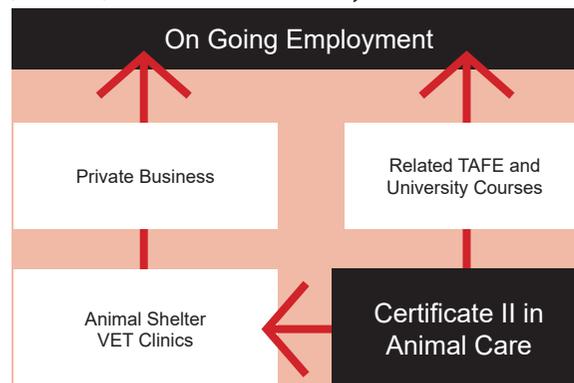
Eligible for:

VCE Two units at Unit 1 and 2 level and a Unit 3 and 4 sequence

VCE VM Contributes to Work-related Skills

ATAR An increment towards ATAR – 10% of the lowest study score of the primary four studies

# Animal Care



## Automotive

Subject: Certificate II in Automotive

Provider: TAFE Gippsland - Yallourn

Introduction: A pre-apprenticeship for students in the automotive industry will provide students with an overview of service and repair. Students will learn the fundamentals of automotive vehicles, how to service and repair minor faults on automotive vehicle engines, transmissions, suspensions, steering, brakes and electrical systems, and components. This course is also a valuable step towards gaining an apprenticeship in the automotive industry.

Eligible for:

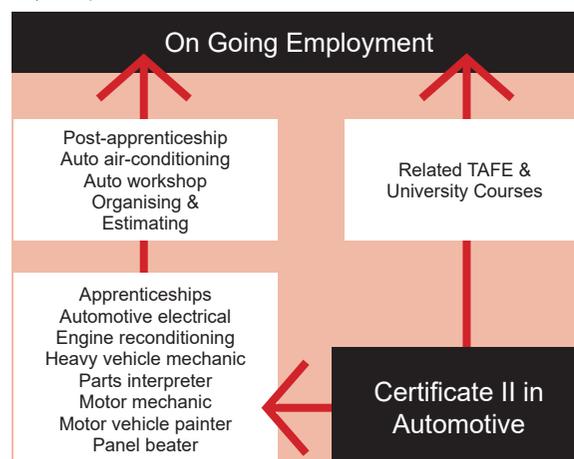
VCE Two units at the Unit 1 and 2 level and a Unit 3 and 4 sequence

VCE VM Contributes to Work-related Skills

ATAR An increment towards ATAR – 10% of the lowest study score of the primary four studies

Cost to student: Overalls or drill pants and safety boots

# Automotive



## Building & Construction (Carpentry, Bricklaying, or Painting & Decorating)

Subject: Certificate II in Building and Construction (Carpentry, Bricklaying or Painting & decorating)

Provider: TAFE Gippsland - Yallourn

Introduction: This course provides learners with the basic skills required to work in the construction industry. The units include health and safety and trade specific skill. Starting with practical tasks and building up to more skilled tasks. Communication skills and teamwork will build organisational skills and self-management in preparation for completion of a pre apprenticeship course providing a head start in gaining an apprenticeship. Students will have the choice in obtaining a certificate in either carpentry, bricklaying or painting & decorating.

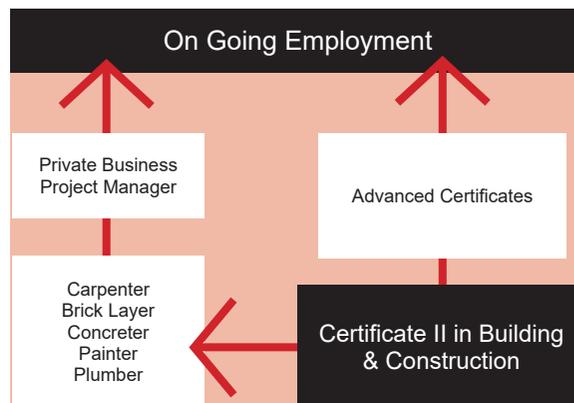
Eligible for:

VCE Two units at the Unit 1 and 2 level and a Unit 3 and 4 sequence

VCE VM Contributes to Work-related Skills

ATAR An increment towards ATAR – 10% of the lowest study score of the primary four studies

Cost to student: Safety boots and long pants. (Painting and decorating, Bricklaying) Safety boots, overalls or drill pants, one metre folding ruler or five metre tractable tape, carpenters pencil. (Carpentry)



## Business

Subject: Certificate III in Business

Provider: TAFE Gippsland

Introduction: Wanting the skills to start your own business or succeed in a Business role?

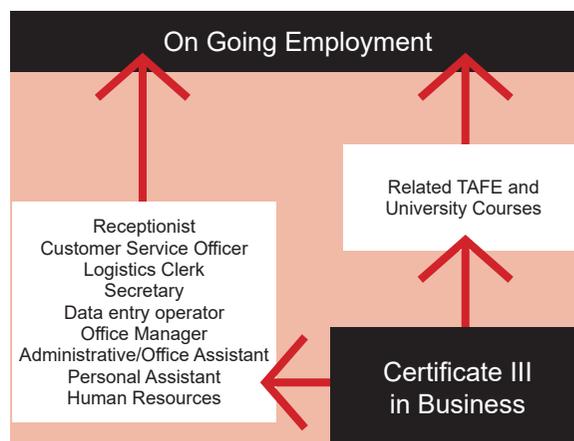
This qualification equips you with the knowledge and skills to succeed in any business or administration role. This course could lead you to a rewarding career as a receptionist, payroll officer, senior administration officer, customer relations officer, government administration officer or to help develop skills to set up your own business.

Eligible for:

VCE Two units of credit at Unit 1 and 2 level and a Unit 3 and 4 sequence

VCE VM Contributes to Work-related Skills

ATAR An increment towards ATAR – 10% of the lowest study score of the primary four studies



## Civil Construction

Subject: Certificate II in Civil Construction

Provider: TAFE Gippsland - Yallourn

Introduction: This qualification provides students with an overview of working in an operational role in civil construction.

Civil construction labourers assist tradespeople on construction sites by performing a wide range of manual labouring tasks such as excavating, taking measurements, reading plans and using tools and equipment. This program also provides a pathway into further training as an apprentice or trainee within the civil construction industry.

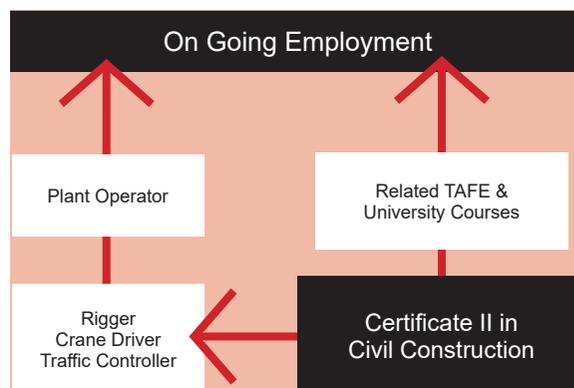
Eligible for:

VCE Two units of credit at Unit 1 and 2 level and a Unit 3 and 4 sequence

VCE VM Contributes to Work-related Skills

ATAR An increment towards ATAR – 10% of the lowest study score of the primary four studies

Cost to student: Safety boots, wet weather gear and hat.



## Community Services

**Subject:** Certificate II in Community Services  
**Provider:** Community College Gippsland - Warragul  
**Introduction:** Are you interested in caring for and helping people? There are lots of people in our community who need support to thrive - older people, people with a disability and children in an early learning environment. These are growing industries with great opportunities to build a rewarding career and make a real difference in people's lives. You will have the opportunity to develop skills and knowledge for work in aged care, disability support and childcare roles, giving you the chance to see what industries you like most.

**Eligible for:**  
**VCE** Two units at a Unit 1 and 2 level  
**VCE VM** Contributes to Work-related Skills  
**ATAR** No ATAR contribution

# Community Services



## Conservation & Ecosystem Management

**Subject:** Certificate II in Conservation and Ecosystem Management  
**Provider:** TAFE Gippsland  
**Introduction:** If you have a passion for caring and preserving our environment, then this hands-on course is for you. Learn practical skills in native seed collection and propagation, bushland restoration, native plant and wildlife identification, pest plant control, fencing and maintaining structures, using maps and much more. Pathways may include employment into roles such as assistant land management officer, assistant conservation worker, assistant parks and wildlife officer. Some great skills to last a lifetime.

**Eligible for:**  
**VCE** Two units of credit at Unit 1 and 2 level and a Unit 3 and 4 sequence  
**VCE VM** Contributes to Work-related Skills  
**ATAR** An increment towards ATAR – 10% of the lowest study score of the primary four studies

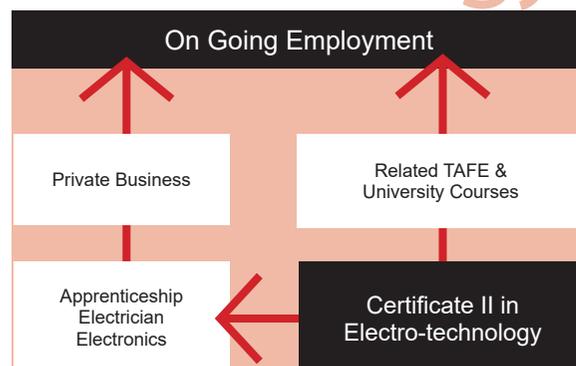
# Conservation Ecosystems Mgt

## Electrotechnology

**Subject:** Certificate II in Electrotechnology (Career Start)  
**Provider:** TAFE Gippsland - Morwell  
**Introduction:** Study in this qualification will ensure students wishing to commence a career as an electrician, gain entry level practical skills. Students will gain an overview of workplace practical skills involving basic hand and power tool use and the necessary knowledge to enter a career in the Electrotechnology industry with confidence. It will also provide an advantage to students seeking an apprenticeship in this area as a preferred pre-requisite for many industries.

**Eligible for:**  
**VCE** Two units at Unit 1 and 2 level and a Unit 3 and 4 sequence  
**VCE VM** Contributes to Work-related Skills  
**ATAR** An increment towards ATAR – 10% of the lowest study score of the primary four studies  
**Cost to student:** Safety boots

# Electrotechnology



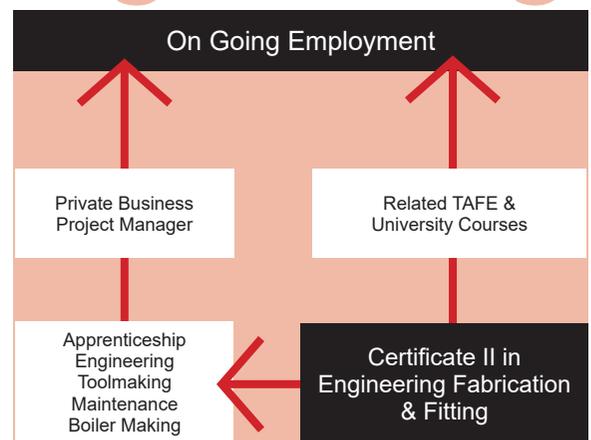
## Engineering Fabrication & Fitting

# Engineering

**Subject:** Certificate II in Engineering Fabrication and Fitting  
**Provider:** TAFE Gippsland - Morwell  
**Introduction:** This qualification will enable you to learn basic welding and fabrication of metal structures, whilst also learning basic fitting and turning including working from detailed drawings. You will gain hand and power tools skills whilst undertaking practical tasks. This course is suited to learners looking to follow a career within the engineering industry.

**Eligible for:**  
**VCE** Two units at Unit 1 and 2 and a Unit 3 and 4 sequence  
**VCE VM** Contributes to Work-related Skills  
**ATAR** Students wishing to receive an ATAR contribution for the Unit 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. Study score can contribute directly to the ATAR, either as one of the student's best four studies (primary four) or as a fifth or sixth study.

**Cost to student:** Safety boots as well as overalls or drill pants



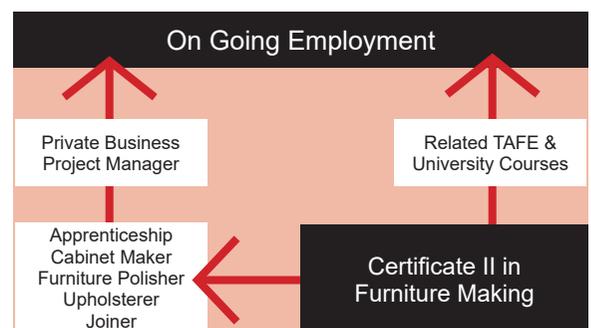
## Furniture Making

# Furniture Making

**Subject:** Certificate II in Furniture Making  
**Provider:** TAFE Gippsland - Yallourn  
**Introduction:** If you enjoy working with wood, designing furniture, and constructing kitchens and cabinets, this furniture making course could help turn your interest into a career path. The course is suitable for starting a career in the cabinet and furniture making industry, or for those wanting to develop their own furniture and cabinet making skills. You will learn about safety in the workplace, how to read documents, and how to make accurate measurements. You will participate in a simulated workplace on campus and discover what it means to communicate and work within a team environment. Learn to plan, cost, and calculate before you begin a job. Create furniture using hand tools, power tools and wood working machinery.

**Eligible for:**  
**VCE** Units at 1 and 2 level  
**VCE VM** Contributes to Work-related Skills  
**ATAR** No ATAR contribution

**Cost to student:** Safety boots and long pants



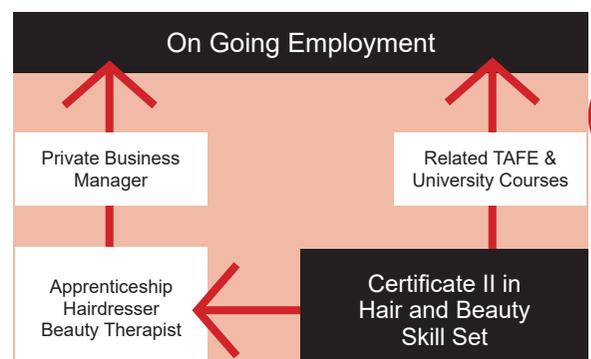
## Hair and Beauty Skill Set

# Hair &

**Subject:** Hair and Beauty Skillset (17 units from Cert III Beauty/Cert II Salon Asst)  
**Provider:** TAFE Gippsland - Traralgon  
**Introduction:** Dreaming of a career in the hair and beauty industry but can't decide which course is right for you? Or maybe you have a passion for hairstyling and makeup and would love to see what a career within the industry would be like? This skill set has been designed for you! This Skills Set includes 17 units from within the Hairdressing & Beauty Training Package to offer as a two-year VET DSS program, focussing on practical skills, hands on learning, and industry experiences. Students will get to create a hair and makeup look for a professional photoshoot, they will listen to guest speakers, salon owners and senior stylists who will share their insight and knowledge on how you can have a successful career in the hair and beauty industry. Product and equipment sessions with educators from Kryolan make-up, GHD styling, NAK haircare and Lish nails – including access to special student discounted pricing.

**Eligible for:**  
**VCE** Four units of credit at Unit 1 and 2 level  
**VCE VM** Contributes to Work-related Skills  
**ATAR** No ATAR contribution

**Cost to student:** Skin Deep learning resources, logbook and hairstyling kit



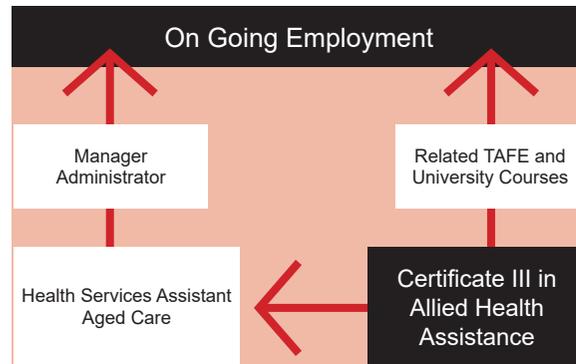
## Health - Allied Health Assistance

# Allied Health

**Subject:** Certificate III in Allied Health Assistance  
**Provider:** TAFE Gippsland - Morwell  
**Introduction:** This qualification reflects the role of allied health workers who provide assistance to allied health professionals and other health professionals with the care of clients. Depending on the setting, work may include following treatment plans for therapeutic interventions and/or conducting programs under the regular direct, indirect or remote supervision of an allied health professional. Students complete 80 hours of placement (in second year of study) and often use this program to pathway into Diploma of Nursing and/or other health disciplines once they complete secondary school. Student must have mandatory flu and full covid vaccinations prior to placement. Students will also need a Police Check completed each year of placement.

**Eligible for:**  
**VCE** One unit at Unit 1 and 2 level and two Unit 3 and 4 sequence  
**VCE VM** Contributes to Work-related Skills  
**ATAR** Students wishing to receive an ATAR contribution for the Unit 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. Study score can contribute directly to the ATAR, either as one of the student's best four studies (primary four) or as a fifth or sixth study.

**Cost to student:** Solid, closed toe shoes.



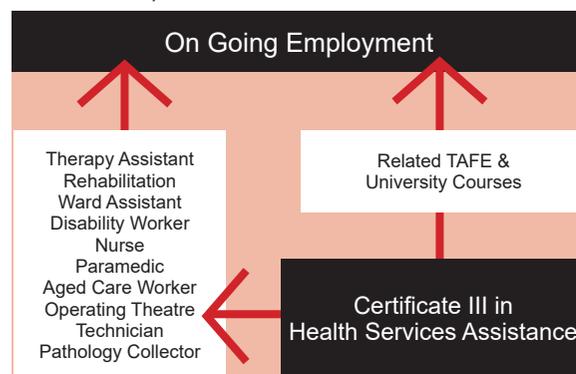
## Health - Health Services Assistance

# Health Services

**Subject:** Certificate III in Health Services Assistance  
**Provider:** IVET Institute – Kurnai College  
**Introduction:** This course reflects the role of workers who provide assistance to health professional

Staff for the care of clients. Health Services Assistance involves the worker being in direct client contact. A broad range of knowledge and skills will be acquired such as interpreting and applying medical terminology, assisting with movement and communicating with clients. This course is suitable if you have an interest in health assistant work in acute care, rehabilitation and community settings whilst working with staff and clients of all ages.

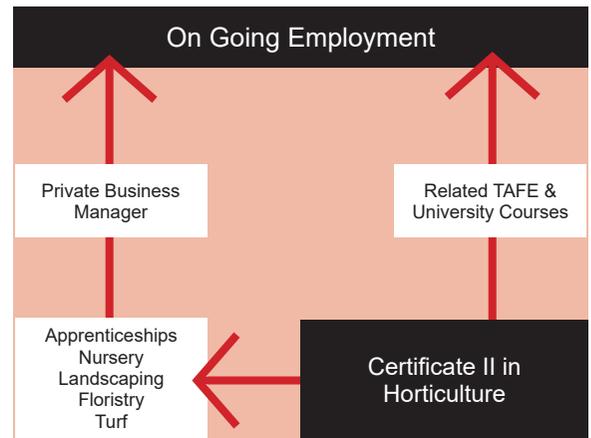
**Eligible for:**  
**VCE** Two units of credit at Unit 1 and 2 level and a Unit 3 and 4 sequence  
**VCAL** Contributes to Work-related Skills  
**ATAR** Students wishing to receive an ATAR contribution for the Unit 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. Study score can contribute directly to the ATAR, either as one of the student's best four studies (primary four) or as a fifth or sixth study.



## Horticulture

**Subject:** Certificate II in Horticulture  
**Provider:** TAFE Gippsland - Morwell  
**Introduction:** If you enjoy taking a hands-on approach to learning, a Certificate II in Horticulture can take you where you want to go. This exciting qualification will take you outdoors where you will develop and practice skills in machinery operation, plant growth, soils, diseases and pests. You'll create and maintain garden beds, and learn vital nursery and orchard skills. Experience all that the horticultural industry has to offer in a fun and practical way.  
**Eligible for:**  
**VCE** Two units at Unit 1 and 2 level and a Unit 3 and 4 sequence  
**VCE VM** Contributes to Work-related Skills  
**ATAR** An increment towards ATAR - 10% of the lowest study score of the primary four studies  
**Cost to student:** Work boots, long pants, hat and sunscreen

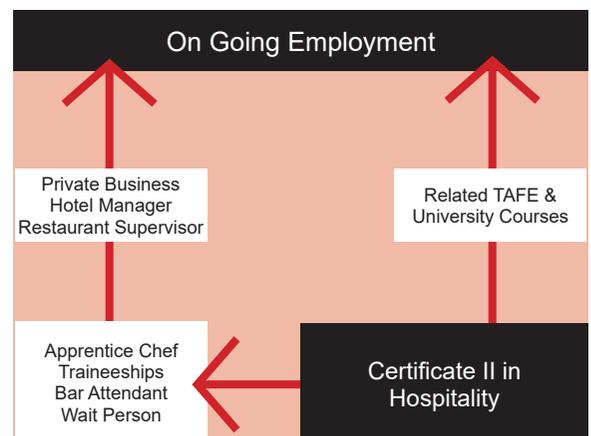
# Horticulture



## Hospitality

**Subject:** Certificate II in Hospitality  
**Provider:** TAFE Gippsland - Morwell  
**Introduction:** This qualification is suitable for individuals wishing to learn entry-level skills required for employment within hospitality venues. Units focus on safe food handling, responsible service of alcohol, customer service, cash handling and a large range of practical tasks including food service, espresso coffee, serving of beverages and interaction with customers in a café environment. Upon successful completion, the learner will be able to perform basic tasks under direct supervision, and be job ready for casual, part time or full-time employment in hospitality venues.  
**Eligible for:**  
**VCE** Two units at Unit 1 and 2 level  
**VCE VM** Contributes to Work-related Skills  
**ATAR** No ATAR contribution

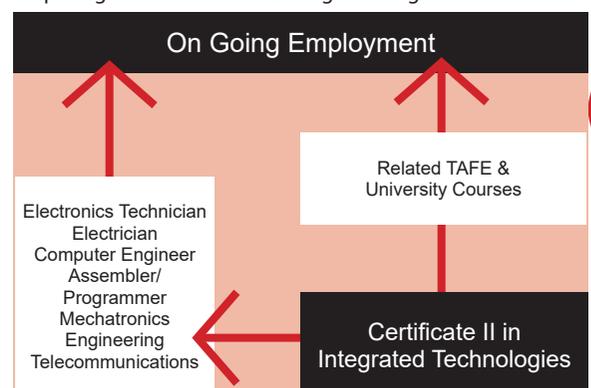
# Hospitality



## Integrated Technologies (3D Printing & Robotics)

**Subject:** Certificate II in Integrated Technologies (3D Printing and Robotics)  
**Provider:** TAFE Gippsland - Warragul  
**Introduction:** The Certificate II in Integrated Technologies includes basic electrical theory, electronic components, programmable logic devices, computer programming, 3D printing and applied design. The course is delivered using the project driven learning concept including minor project focussing on designing, building and programming an autonomous Sumo Battle Bot and competing a round robin wrestling challenge. The major project involves designing, building and programming an autonomous scale model vehicle, then competing in a round robin.  
**Eligible for:**  
**VCE** Two units at Unit 1 and 2 level and a Unit 3 and 4 sequence  
**VCE VM** Contributes to Work-related Skills  
**ATAR** Students wishing to receive an ATAR contribution for the Unit 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. Study score can contribute directly to the ATAR, either as one of the student's best four studies (primary four) or as a fifth or sixth study.

# Integrated Technologies



## Kitchen Cookery

# Kitchen Cookery

Subject: Certificate II in Cookery

Provider: TAFE Gippsland - Morwell

Introduction: Do you dream of becoming a chef or working in a dynamic kitchen environment? This course offers students the opportunity to gain hands on learning in food preparation and the cookery skills required to prepare food and menu items. Students will learn how to safely handle and prepare food, use a range of food preparation equipment, prepare simple dishes, appetisers, salads, stocks, soups and sauces, poultry, fruits and vegetables and basic methods of cookery. This program provides a real insight into the requirements of becoming a chef and a number of credit transfers within a Certificate III in Commercial Cookery.

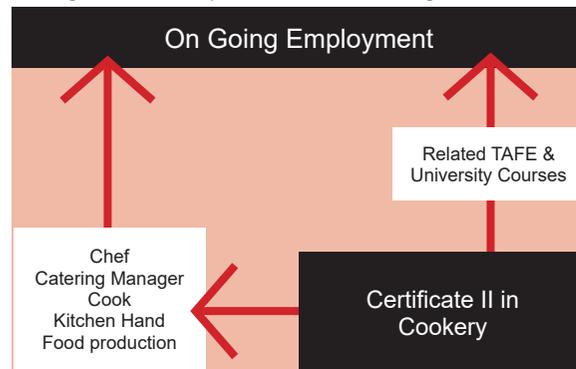
Eligible for:

VCE Two units at Unit 1 and 2 level and a Unit 3 and 4 sequence

VCE VM Contributes to Work-related Skills

ATAR Students wishing to receive an ATAR contribution for the Unit 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. Study score can contribute directly to the ATAR, either as one of the student's best four studies (primary four) or as a fifth or sixth study.

Cost to student: Black, slip resistant work shoe



## Information Technology

# Info Technology

Subject: Certificate III in Information Technology

Provider: Kurnai College

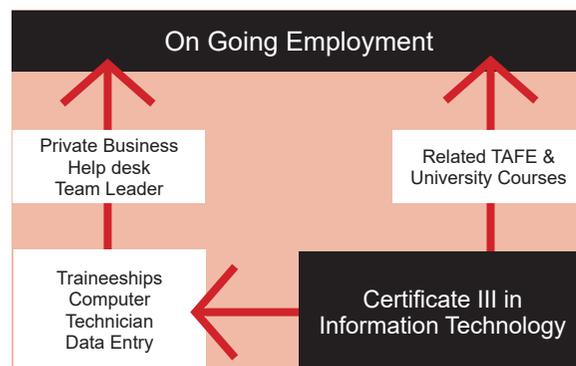
Introduction: This course is designed to provide students with the skills and knowledge in a range of Information and Communications Technology (ICT) roles including basic cyber awareness, digital media skills, generalist IT support services, programming, systems and web development. The ICT30120 Certificate III in Information Technology requires the completion of 12 units (including 6 core and 6 elective units). The delivery of units has been designed to meet the VCAA VCE VET guidelines.

Eligible for:

VCE Two units at a Unit 1 and 2 level and a Unit 3 and 4 sequence

VCE VM Contributes to Work-related Skills

ATAR Students wishing to receive an ATAR contribution for the Unit 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. Study score can contribute directly to the ATAR, either as one of the student's best four studies (primary four) or as a fifth or sixth study.



## Music Industry (Performance or Sound Production)

# Music Industry

Subject: Certificate III in Music Industry (Specialise in either Performance or Sound Production)

Provider: COSAMP – Lowanna College, Newborough

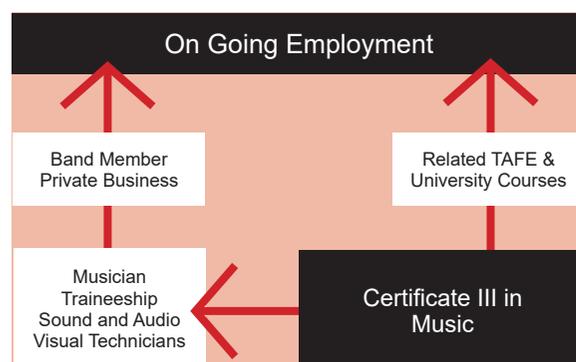
Introduction: Performance specialisation program prepares students for work in the music industry in areas such as performance, critical listening, music management and music promotions. Sound production specialisation provides students with broad based knowledge and skills required to work in the music industry in a range of areas such as recording, mixing and editing sound sources.

Eligible for:

VCE Two units at Unit 1 and 2 level and a Unit 3 and 4 sequence

VCE VM Contributes to Work-related Skills

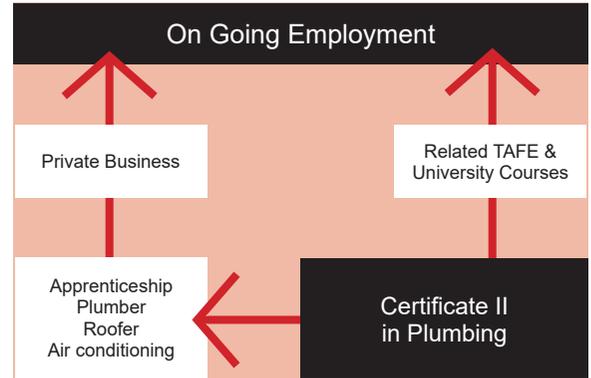
ATAR Students wishing to receive an ATAR contribution for the Unit 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. Study score can contribute directly to the ATAR, either as one of the student's best four studies (primary four) or as a fifth or sixth study.



## Plumbing

**Subject:** Certificate II in Plumbing  
**Provider:** TAFE Gippsland - Morwell  
**Introduction:** The Certificate II in Plumbing pre-apprenticeship prepares students with the skills and knowledge for entry into an apprenticeship in Certificate III in Plumbing. This qualification offers a range of units including working safely as part of a team, measurements and calculations, basic terminology, reading plans and specifications, plumbing tools and equipment, basic welding and fixtures and fittings. This qualification also provides credits into an apprenticeship.

**Eligible for:**  
**VCE** Two units at Unit 1 and 2 level and a Unit 3 and 4 sequence  
**VCE VM** Contributes to Work-related Skills  
**ATAR** An increment towards ATAR – 10% of the lowest study score of the primary four studies  
**Cost to student:** Safety boots and overalls or drill pants

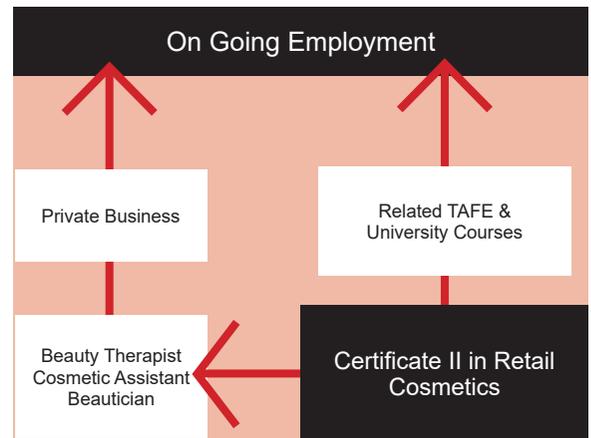


# Plumbing

## Retail Cosmetics

**Subject:** Certificate II in Retail Cosmetics  
**Provider:** Community College Gippsland - Warragul  
**Introduction:** Build the skills you need to beautify the world at the CCG Hair and Beauty School. In this course, you will be introduced to the world of professional make-up and cosmetics, guided by a fully qualified beauty therapist. You will gain hands-on experience practicing your skills in our training salons. You will develop solid foundation skills, then move on to more advanced techniques, as well as building the customer service and communications skills that employers look for.

**Eligible for:**  
**VCE** Four units of credit at Unit 1 and 2 level  
**VCE VM** Contributes to Work-related Skills  
**ATAR** No ATAR contribution

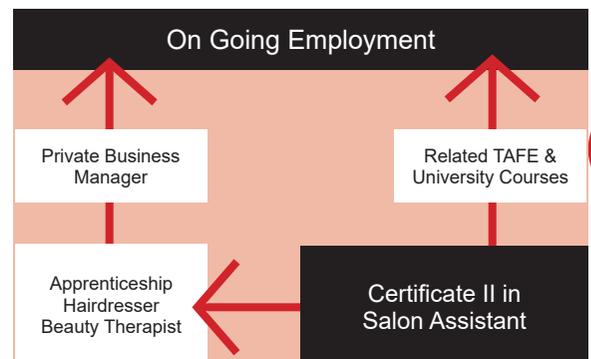


# Cosmetics

## Salon Assistant

**Subject:** Certificate II in Salon Assistant  
**Provider:** Community College Gippsland - Warragul  
**Introduction:** Be a cut above the rest with this introduction to hairdressing. In this course, you will be introduced to the world of professional hair care and styling, guided by a professional hairdresser. You will develop your skills in our fully operational training salons, where you will learn how to blow wave, set hair, create braids and apply colours. You will also learn important skills for retail such as effective communication, processing financial transactions and delivering great customer service – the key skills employers look for.

**Eligible for:**  
**VCE** One credit at a Unit 2 level and a Unit 3 and 4 sequence  
**VCE VM** Contributes to Work-related Skills  
**ATAR** An increment towards ATAR – 10% of the lowest study score of the primary four studies



# Salon Assistant

## Screen & Media

# Screen & Media

Subject: Certificate III in Screen and Media

Provider: TAFE Gippsland - Warragul

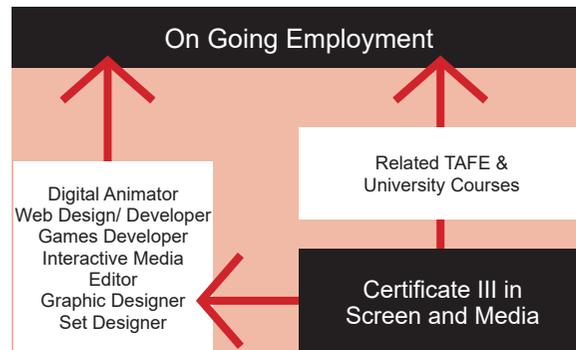
Introduction: The Certificate III in Screen and Media provides the perfect foundation to make that break into the vibrant and exciting industry of digital media. Kickstart your pathway towards a career as a web developer, multimedia designer or digital animator. This is also a great way to improve your information and communication technology skills, to help make you more employable. Topics will include using digital technologies and multimedia, manipulating digital images, creating digital animations, creating a website, working with interactive content and gaining workplace health and safety knowledge.

Eligible for:

VCE Two units of credit at Unit 1 and 2 level and a Unit 3 and 4 sequence

VCE VM Contributes to Work-related Skills

ATAR Students wishing to receive an ATAR contribution for the Unit 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. Study score can contribute directly to the ATAR, either as one of the student's best four studies (primary four) or as a fifth or sixth study.



## Sport & Recreation

# Sport & Recreation

Subject: Certificate III in Sport and Recreation

Provider: Kurnai College

Introduction:

This course is for students who are passionate about health and fitness, and general well-being, or just have a love for sport. Students will learn a range of skills needed to work in settings such as fitness centres, sporting grounds, leisure and aquatic centres and community recreation centres. Successful attainment of this qualification opens the door to a diverse range of employment and further study opportunities. In the first year of study students will undertake the Pool Lifeguard Skillset SISS00111 (certificate issued by Lifesaving Victoria) and a First Aid Course HLTAID003 (certificate issued by IVET Institute). The SIS30115 Certificate III in Sport and Recreation requires the completion of 15 units (including 9 core and 6 elective units). Kurnai College has selected units to ensure students meet the requirements of the VCAA VCE VET Sport and Recreation program, where students can gain credit towards their senior school studies. As part of the program two units, Surf SISOSRF001 and Top Rope SISOCLM001, are additional to the minimum program requirements. If students are successful in completing these units, they will receive a separate Statement of Attainment in addition to their Certificate.

Eligible for:

VCE Two units of credit at Unit 1 and 2 level and a Unit 3 and 4 sequence

VCE VM Contributes to Work-related Skills

ATAR Students wishing to receive an ATAR contribution for the Unit 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. Study score can contribute directly to the ATAR, either as one of the student's best four studies (primary four) or as a fifth or sixth study.

Cost to student: Sport and Recreation work book



# Visual Arts

## Visual Arts

Subject: Certificate III in Visual Arts

Provider: TAFE Gippsland - Yallourn

Introduction: This qualification is aimed at students who have a passion for visual art skills with a focus on digital photography and development of their own portfolio. Practice at this level is underpinned by the application of introductory art theory and history. Topics will include copyright arrangements, drawing and digital imaging skills, producing and preparing photo images, creative work and collaborative creative projects.

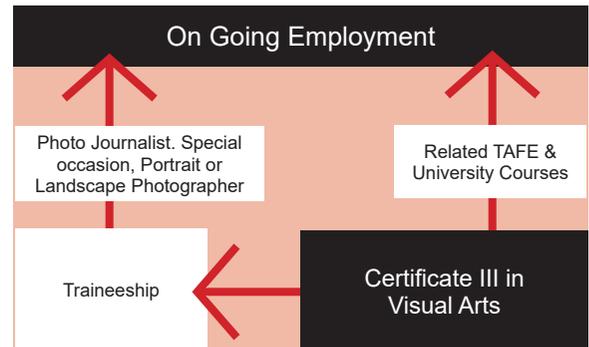
Eligible for:

VCE Two units at Unit 1 and 2 level and 1 unit at a 3 level

VCE VM Contributes to Work-related Skills

ATAR No ATAR contribution

Cost to student: Digital SLR camera with manual function and a camera. Subscription to Adobe Photography



## Work Place Skills

# Work Place Skills

Subject: Certificate II in Work Place Skills

Provider: Community College Gippsland - Warragul

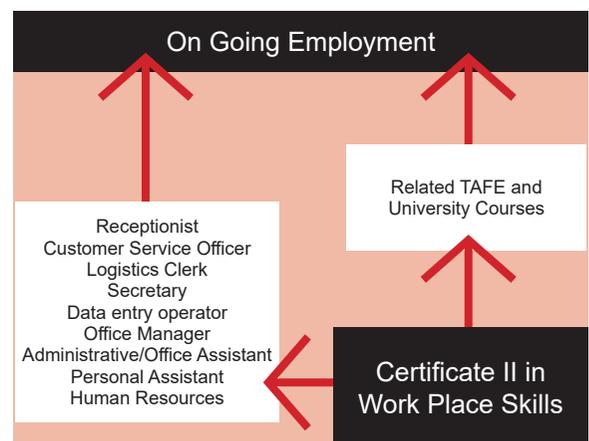
Introduction: Have you been thinking about getting your first job? Wondering what to put on your resume to get your foot in the door? This course could be the perfect way to develop the skills and experience you need to succeed. This class is all about building the essential skills that employers want, like customer service, communication, time management, technology, sustainability, wellbeing in the workplace and occupational health and safety. These skills are perfect for working in entry-level position in the business service industry. That might include working in sales or reception, becoming an office junior or administrative assistant, or helping customers.

Eligible for:

VCE Three units at Unit 1 and 2 level

VCE VM Contributes to Work-related Skills

ATAR No ATAR contribution





# Bullseye Charts

*Are you good at or do you enjoy...*

Art	70
Biology	71
Business Studies	72
Chemistry	73
Computing	74
Economics	75
English	76
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	98
Textiles & Design	89

BULLSEYE CHARTS USED WITH PERMISSION

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Australian Government  
Department of Education,  
Science and Training

# Do you enjoy or are you good at ART?

## 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 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](http://myfuture.edu.au), in Job Guide the book and the website, [jobguide.dest.gov.au](http://jobguide.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.



EDM140776  
JLS, Michelle Pelling, Cheryl DE BONO 2005







Australian Government  
Department of Education,  
Science and Training

# 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 TAFE 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](http://myfuture.edu.au), in Job Guide the book and the website, [jobguide.dest.gov.au](http://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.



03-945 9134  
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Australian Government  
Department of Education,  
Science and Training

# 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 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 TAFE 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](http://myfuture.edu.au), in Job Guide the book and the website, [jobguide.dest.gov.au](http://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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Australian Government  
Department of Education,  
Science and Training

# 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 TAFE 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](http://myfuture.edu.au), in Job Guide the book and the website, [jobguide.dest.gov.au](http://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.



05/04/15 PGM  
JLS, Matthew Paine 07/11/15 02/03/15 02/16





Australian Government  
Department of Education,  
Science and Training

# 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](http://myfuture.edu.au), in Job Guide the book and the website, [jobguide.dest.gov.au](http://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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Australian Government  
Department of Education,  
Science and Training

# Do you enjoy or are you good at HOME 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 TAFE or Registered Training Organizations.

**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 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](http://myfuture.edu.au), in Job Guide the book and the website, [jobguide.dest.gov.au](http://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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# 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 a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE 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 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](http://myfuture.edu.au), in Job Guide the book and the website, [jobguide.dest.gov.au](http://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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Science and Training

# 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 TAFE 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](http://myfuture.edu.au), in Job Guide the book and the website, [jobguide.dest.gov.au](http://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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# 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 TAFE 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](http://myfuture.edu.au), in Job Guide the book and the website, [jobguide.dest.gov.au](http://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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Science and Training

# 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 TAFE 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](http://myfuture.edu.au), in Job Guide the book and the website, [jobguide.dest.gov.au](http://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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