



2023

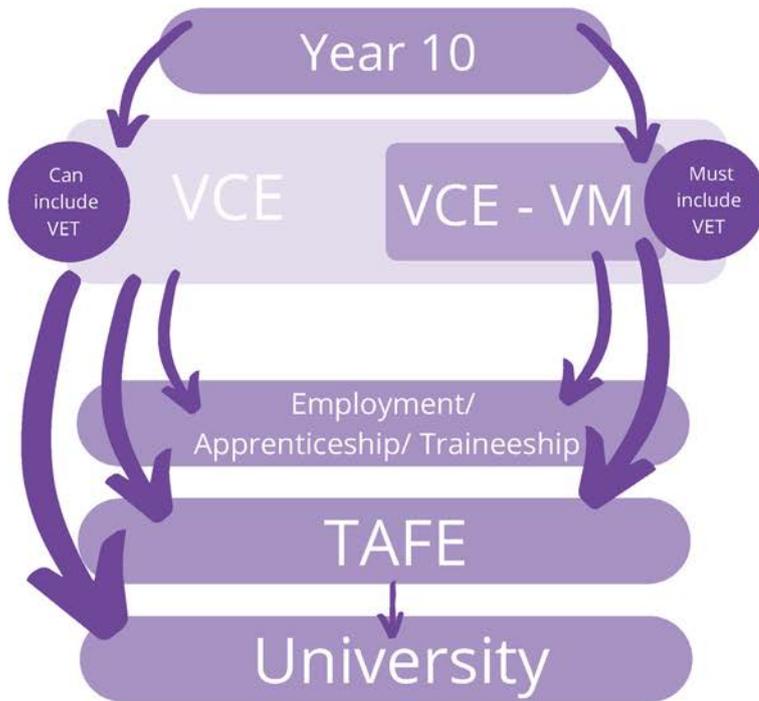
VERSION 2

HAZEL GLEN COLLEGE
SENIOR SCHOOL
SUBJECT PATHWAYS
HANDBOOK

TABLE OF CONTENTS

Senior School Subject Pathways Handbook	3
VCE and VET Overview	4
VCE Vocational Major Overview	5
Year 10 Subject Pathways	6
Introduction	7
HGC Pathways	9
Early Start Program	10
Year 10 Core Subjects Overview	11
Year 10 Core Subjects	12
Year 10 Electives Overview	18
Year 10 Electives	19
VCE Subject Pathways	32
VCE Studies Offered	33
VCE Subjects	34
VET Subject Pathways	58
What You Need To Know About VET	59
VET Programs @ HGC	62
VET Cluster Courses	64
Melbourne Polytechnic	65
Steps In Choosing A VET Cluster Subject	66
VCE Vocational Major Subject Pathways	67
What Is VCE Vocational Major?	68
VCE VM Unit Chart	69
VCE VM Subjects	70
Headstart	74

WELCOME TO THE SENIOR SCHOOL SUBJECT SELECTION HANDBOOK



Pathways

VCE

VCE is the Victorian Certificate of Education and is awarded to students who successfully complete 16 units of VCE or VET subjects. The results of the VCE form the basis for selection into the vast majority of tertiary courses. This is usually through an ATAR score that is gained from subject study scores achieved in Unit 3 and 4 studies and exams.

The Victorian Certificate of Education (VCE) is usually a two year course of study and the content, examinations and awards are set by the Victorian Curriculum and Assessment Authority (VCAA).

All studies are organised into semester units. Units 1 and 2 are usually undertaken in Year 11 and Units 3 and 4 are usually undertaken in Year 12. At Hazel Glen College students will typically take 12 units in Year 11 and a further 10 units in Year 12. VCAA will not permit Unit 3 or Unit 4 studies to be taken separately. It is only possible to enrol for Units 3 & 4 together.

Student performance in Unit 3 and 4 sequences is assessed by:

- A series of tasks, School Assessed Coursework (SACs) and School Assessed Tasks (SATs), which are to be completed mainly in class time under teacher supervision. These are directly linked to classroom teaching programs.
- Externally set examinations.

Some students will be able to start their VCE studies in Year 10 when a limited number of subjects will be on offer. These students will need to meet the academic and work requirements of the Early Start Program. Students who do not get an Early Start place will be able to study these subjects in Year 11 and are recommended to do the relevant Year 10 elective as preparation for this.

VET

The Vocational Education and Training (VET) program lets you take your VCE and a VET Certificate at the same time. VET programs provide for a more vocational VCE by combining both vocational and general education.

On successful completion of study students are awarded their VCE as well as a VET Certificate. This certificate is at level two or three in the Australian Qualification Framework and is recognised nationally.

Students are eligible to apply for an ATAR (Australian Tertiary Admissions Rank) and are also granted credit towards other VET certificate and diploma courses.

VET Units can count as part of the sixteen units needed to successfully complete the VCE. All VCE/VET programs with a Unit 3 and 4 scored assessment sequence contribute to the calculation of ATAR and can count in the Primary Four, in the same way as a non-VET subject. (Where scored assessment is not available it contributes as a 10% increment to the Primary Four.)

VCE students are provided with more options without detracting from their existing pathways. This program gives students options in higher education as well as providing them with additional pathways to training and work. It's all about multiplying opportunities.

Students start the program in Year 10 or 11 and undertake a range of VCE/VET Units to gain practical and academic experience.

- Assessment is outcome and skill based in VET Units, that is, the student will have to demonstrate their ability to perform all the required tasks, tests and assignments.
- You are required to do at least 40-80 hours of work placement.
- Select the VCE/VET Units required for the certificate you have chosen. Generally each VET Unit is worth one VCE Unit.
- Select the VCE Units required. These may complement work completed in the VET Units.
- All students who apply for a VET subject must get a Unique Student Identification Number, this will be organised after enrolments are confirmed.

VCE VOCATIONAL MAJOR

Information to come, please check back later.



2023

HAZEL GLEN COLLEGE
YEAR 10
SUBJECT PATHWAYS

INTRODUCTION: CHOOSING PATHWAYS

Year 10 is very much about starting to choose a pathway; this may mean selecting electives that a student likes, feels they are good at, or that may help with future careers pathways. For others, it may mean opting to start their VCE (Victorian Certificate of Education) program a year early or it may be starting a VET (Vocational Education and Training) course that not only count as units towards the VCE but also provides an industry recognised qualification.

In Year 10, students will be exposed to the world of work through the compulsory Work Experience Program. Students will spend one week of term time working with an employer to observe, learn and undertake certain tasks that are part of the employers work demands but within the skill set of the student. Students will gain an understanding of the work place and work related issues, such as technological change, health and safety, working conditions and wages as well as experience and knowledge to assist in career and pathways planning.

The Hazel Glen College values of Responsibility and Resilience will be developed as students work demands in both class and homework increase. Students will experience larger and more complex assessments, especially those undertaking a VCE subject. Students will be taught key learning skills, revision tips and exam technique as well as how to manage stress and manage a balanced healthy life through their weekly PEP (Personal Enrichment Program).

Outside of academic studies, students are encouraged to be fully involved in the life of the college through a range of extracurricular activities including Sport, Performing Arts, Music, a range of clubs, Scouts and Camps.



Neil Baillie
Senior School Principal

OUR MISSION

Hazel Glen College promotes individual excellence and encourages responsible global citizenship and leadership across the College.

Our **VISION** is to provide an innovative, high performance learning precinct where lifelong learners and continuous improvement is nurtured.



CURRICULUM

Year 10 is the start of the Senior School journey, where the concept of students choosing their educational pathways becomes a key part in designing their educational experiences over the next three years. In year 10 students will have a greater choice of subjects both Core and Electives and indeed some will choose to select a VCE or VET subject as an early start option.

In Year 10 students will still have some core elements of their studies comprising of English, Mathematics, Science and Humanities. In addition to this students will be able to select from semester based electives that allow them to follow their interests and abilities. All of these subjects will be given an equal amount of study time of eight hours per fortnight.

Most students will study four elective subjects in Year 10 although those who study a year long subject e.g. VCE / VET / Language will only study three. This will allow students to develop their skills, knowledge and understanding in relation to these subjects in preparation for Year 11 where students will study six subjects.

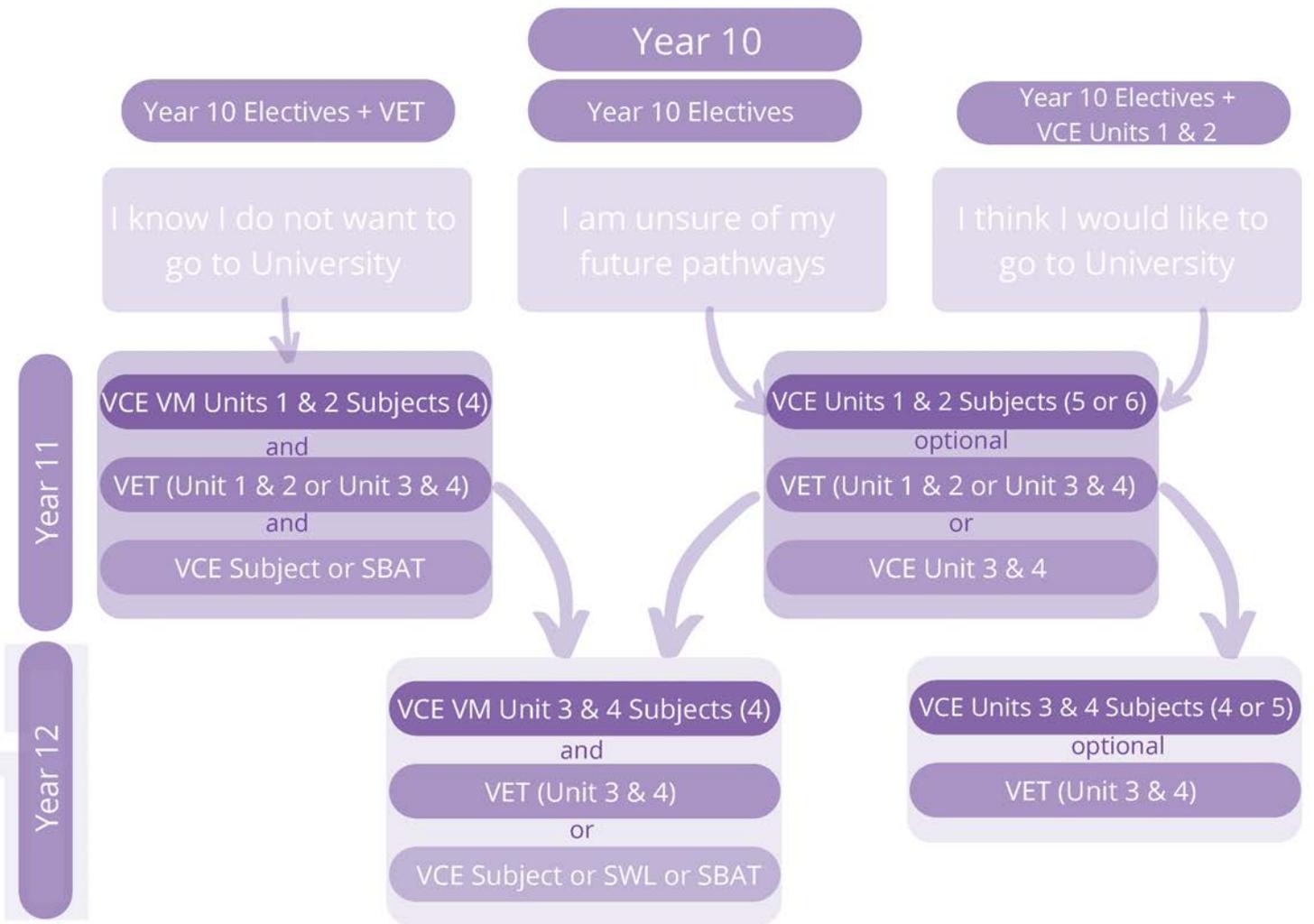
Typically, students will be able to select from two levels of Maths or Science, termed "Core" and "Extension".

The Core Maths and Science will follow the topics as prescribed in the Victorian Curriculum; this is the course that the majority of students will undertake. Some students will undertake Applied Mathematics, in which basic concepts are covered to enable students to build upon their existing capacity in numeracy. Students completing Applied Mathematics can move on to VCE-VM Numeracy or VCE Foundation Mathematics Units 1 and 2 in Year 11.

The Extension Maths and Science options are for students who have a keen interest in these subjects and wish to undertake a course that, whilst based on the core curriculum, will extend and challenge students providing optimum preparation for Year 11. Students planning to undertake VCE Maths Methods or any of the VCE Sciences would strongly benefit from this program. (Please note that choices should be made carefully as changing out of extension classes mid-year may not be possible).

Students will have one lesson per week as part of a Personal Enrichment Program (PEP). In Year 10 the focus will be on study skills, careers education and planning, work experience, personal and emotional development.

HGC PATHWAYS



EARLY START PROGRAM

In 2023 some students will be able to start a single VCE or VET subject a year early. This means that they will be able to undertake a VCE or VET subject Unit 1 and 2 in Year 10 and then complete the Unit 3 and 4 components in Year 11. To achieve the VCE, 16 units are required to be completed with 4 (including English) as Unit 3 and 4 sequences.

Early Start VCE

An Early Start VCE subject can be a benefit to an academically successful student as they are able to step up to the demands of a VCE subject a year early giving them an additional study score which may assist their ATAR.

In order to gain a place in this program, students must demonstrate above average academic performance and an excellent work ethic. Students will be judged on their academic ability through teacher assessments as well as performance on mid-year exams (scoring in the top 20% of their year level). Their work ethic will be judged by their teacher rankings on both interim and semester reports.

Please see Early Start VCE on page 11 for list of subjects.

Early Start VET

A VET (Vocational Education and Training) subject is one that has a direct link to an industry area and these subjects will provide an industry recognised Certificate II or III qualification. Completed VET units count towards the VCE unit requirements and scored subjects can count towards a student's ATAR at the end of Year 12. Students complete a number of topics in each unit where they must demonstrate competency of specific skills and understandings.

In order to gain a place in this program students must have an excellent work ethic, this will be judged from their teacher rankings on both interim and semester reports. All VET applicants will be interviewed to ensure suitability and discuss future career pathways.

The subjects on offer for 2023 will be VET Hospitality, VET Sport and Recreation and VET Early Childhood Education and Care. Additional VET courses are available through the VET cluster. Through the NMVC, students are able to select other external VET courses. Please refer to the VET handbook and the NMVC website for further details.



YEAR 10 CORE SUBJECTS OVERVIEW

ENGLISH

- English Elective A: Bougie Broads and The Others (Literature and English)
- English Elective B: Write and Wrong (Philosophy in English)
- English Elective C: Swish English (Sports in Writing)
- English Elective D: 21st Century Communicators

HUMANITIES

MATHEMATICS

- Core Mathematics
- Extension Mathematics
- Applied Mathematics

SCIENCE

- Core Science
- Extension Science

EARLY START SUBJECTS

Accounting

Art

Australian and Global Politics

Biology

Business Management

Chinese Language

Culture and Society

English Literature

Environmental Science

General Maths

Geography

Health and Human Development

History

IT - Computing

Legal Studies

Media

Physical Education

Product Design and Technology - Textiles

Psychology

Sociology

Systems Engineering

Visual Communication and Design

ENGLISH OVERVIEW

The Year 10 English curriculum is built around three strands of the Victorian Curriculum: Language, Literature and Literacy. The course aims to ensure that students further refine their skills in writing, reading, viewing, speaking and listening.

Over the year, students will choose a pair of electives to undertake as their Year 10 English course. This pair is chosen from the following subject elective list. All units provide different pathways for students into their studies in Year 11 and 12. Alongside their choices, all Year 10 students will have the opportunity to study the analysis of argument and language, and how authors attempt to persuade audiences. They will analyse persuasive texts and develop their own argumentative oral presentation as part of this course.

The aim of the course is to develop students' literacy skills in order for them to succeed in any pathway they choose in Year 11 and 12, and also in their general lives.

ENGLISH ELECTIVE A Bougie Broads and The Others (Literature and English)

Are you a successful English student? Do you enjoy analysing texts? Bougie Broads will provide you with knowledge of how women have been historically portrayed in fiction and support an understanding that these portrayals have been dominated by patriarchal ideologies. You will learn to apply a feminist literary lens to different forms of literature whilst learning new language to articulate your opinions.

After learning about the impacts of colonisation during the early 20th Century during the Industrial Revolution, The Others will explore how colonisation has altered the way that non western people and culture is and has been, represented within literature. You will learn to apply a post colonial literary lens to different forms of literature, whilst learning new language to articulate the gaps and silences created by colonial representations. This would be an excellent foundation for Unit 1 and 2 Literature and English.

KEY TOPICS

Students will engage with poetry, short stories and film to develop their understanding of the changing nature of the historical representation of women and the LGBTQIA+ community in literature, as well as representations of 'The Other'.

They will interpret, evaluate and analyse the chosen texts and will learn how to compare and appraise the ways authors use language and literary techniques and devices to influence readers. They also learn to understand, interpret, discuss and evaluate how certain stylistic choices can create multiple layers of interpretation and effect.

PATHWAYS

- Pre Literature subject to provide knowledge of Key Literary Lenses
- Application and understanding of metalanguage
- Understanding and application of close analysis
- Pre Unit 1 and 2 Literature
- Supports closer text analysis for Unit 1 and 2 English
- Builds confidence in using key literary terms

ENGLISH ELECTIVE B

Write and Wrong (Philosophy in English)

Write and Wrong is a chance for students to flex their critical thinking muscles, and engage with thought provoking texts through the lenses of philosophical concepts, morals and ethics. The idea behind this subject is to introduce students to the big questions of existence through texts, and how we as a society deal with these issues as they arise.

KEY TOPICS

Students will engage with two key texts over the Semester (Medea (play), and Eye in the Sky (film)), and in each one deal with difficult and pressing questions of morality, ethical behaviour, utilitarianism, the greater good, and time and reality, among other concepts. They will write personal and analytical responses to these texts and engage in in-class debates on the ethics and morals of the characters within.

PATHWAYS

This is a subject that will benefit all who take it, but especially English students who want to extend their engagement with texts prior to their VCE studies, and those who love engaging with big ideas and philosophical concepts. It would lead well into VCE English and Literature, and will also benefit students interested in the Humanities as well.

ENGLISH ELECTIVE C

Swish English (Sports in Writing)

A spiritual successor to the Year 8 Elective, Sports Journalism is designed to engage those students who are more physically active but still require the skills associated with English. With a blending of traditional elements often associated with English classes along with the development of English Language skills, students will apply these skills with a focus on a set sport/fitness and subsequently branch off to a sport/fitness concept that the student themselves is interested in. Incorporating additional perspectives of mindsets, personal and professional ramifications, students will explore every potential viewpoint on the core issue and in their subsequent chosen sport. The students will complete three main areas of study: a historical, a persuasive, and a creative component for a successful achievement of the subject.

KEY TOPICS

The students will complete three main areas of study: a historical, a creative and a persuasive component.

- Historical component: students will focus on a key controversial sporting event while looking at multiple perspectives and evidence associated with the event. Students will complete a written response to the event in question.
- Persuasive component: students will select a sport of personal interest and a relevant contentious issue within that sport, analyse a number of articles about the issue and construct a written response to the event in question.

KEY TOPICS CONTINUED

- Creative component: students will remain invested with their chosen sport and impose a 'what if' strategy to the issue in order to provide a different perspective on how the event unfolded in the media.

PATHWAYS

Subjects: English, English Language, Media, History, Legal Studies, Psychology, Sociology, Physical Education, Health and Human Development

Career Pathways: Journalism, Community Relations, Media and Communications, Sports Historian, Health and Fitness Industry

ENGLISH ELECTIVE D

21st Century Communicators

Year 10 can be a time where students are still determining which pathway they would like to pursue. Whether you are unsure about pathwaying to a different educational setting, entering the workforce or continuing on to VCE studies, you can rest assured that you will build the necessary communicative skills for whatever pathway you pursue when you choose to study 21st Century Communicators.

This subject is for students who:

- Are looking for a more practical project-based approach to the study of English
- May be looking to enter the workforce directly after completing their senior secondary studies
- Are looking for more time to strengthen their English reading, writing and speaking and listening skills to successfully undertake VCE studies

KEY TOPICS

- Reading to understand texts we encounter in the everyday world
- Reading to understand literary texts
- Creating texts

PATHWAYS

- Any workplace where verbal and non-verbal communication is essential
- Another educational setting outside of HGC
- VCE English
- VCE Literature

HUMANITIES

Humanities incorporates the study of Civics and Citizenship, Economics and Business, Geography and History. Humanities provides a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment. Also the study of Australian civics and citizenship equips students with the knowledge with which to participate in Australian democracy as informed citizens.

KEY TOPICS

Geography

- Human Wellbeing

History

- WWII (Pre and Post)
- Civil Rights Movement: US to Australia

Legal

- Civics and Citizenship

Business

- Competitive Advantage
- Product Innovation
- Marketing

PATHWAYS

- Year 10 Breaking and Making the Law
- Year 10 Criminal Minds
- Year 10 Heroes and Villains
- VCE Australian and Global Politics
- VCE Business Management
- VCE Economics
- VCE Geography
- VCE History - 21st Century
- VCE Legal Studies
- VCE Sociology



MATHEMATICS OVERVIEW

Three mathematics courses are offered in 2023 to meet the differing needs of Year 10 students - Core Mathematics, Extension Mathematics and Applied Mathematics.

CORE MATHEMATICS

Core Mathematics is aimed at the majority of students and delivers content from Level 10 of the Australian Curriculum, preparing students for study of VCE General Mathematics. The curriculum focuses on developing mathematical understanding, fluency, reasoning and problem-solving skills. To meet the course requirements each semester, students need to complete a combination of skill development activities, investigation work, topic tests and homework tasks, and to demonstrate an adequate understanding of all topics.

KEY TOPICS

- Data
- Measurement
- Linear Graphs and Equations
- Financial Mathematics
- Algebra
- Pythagoras and Trigonometry

PATHWAYS

Students who study Core Mathematics can study General Maths Units 1 and 2 of Foundation Maths Units 1 and 2.

EXTENSION MATHEMATICS

Extension Mathematics is aimed at students who require higher level content to enrich their mathematical studies whilst completing the common Year 10 content. The course delivers content from Levels 10 and 10A of the Australian Curriculum, preparing students for study of VCE Mathematical Methods. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning and problem-solving skills.

To meet the course requirements each semester, students need to complete a combination of skill development activities, investigation work, topic tests and homework tasks, and to demonstrate an adequate understanding of all topics. Extension Mathematics is aimed at extending students who are demonstrating a high level of academic performance during year 9. Teacher recommendation will be considered for placement into this course.

KEY TOPICS

- Data
- Measurement
- Linear Algebra
- Financial
- Mathematics
- Algebra
- Simultaneous Equations
- Surds
- Quadratic Equations
- Probability

PATHWAYS

Students who study Extension Mathematics can study Mathematical Methods Units 1 and 2 or General Mathematics Units 1 and 2.



APPLIED MATHEMATICS

Aimed at students applying the basic numeracy skills to day to day problems and real-life scenarios. Basics concepts are covered in a hands-on context to enable students to build their capacity on their current Mathematical skills.

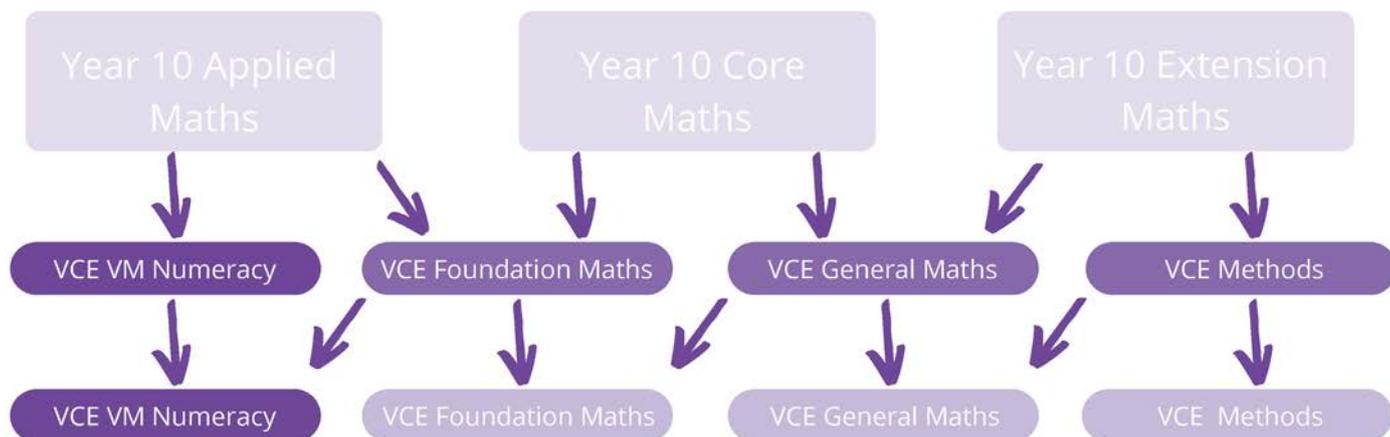
KEY TOPICS

- Basic Number Operations
- Fractions
- Decimals
- Percentages
- Measurement
- Statistics and Probability
- Financial Mathematics

PATHWAYS

Students completing Applied Mathematics can move onto VCE VM Numeracy or VCE Foundation Mathematics Units 1 and 2.

Recommended Pathways Maths



Any VCE Maths will provide credit for VCE VM Numeracy Units 1 & 2
Foundation Maths Units 3 & 4 may not be accepted as a prerequisite for University entrance

SCIENCE OVERVIEW

Science has two inter-related strands: Science Understanding and Science Inquiry Skills. Together, the two strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world in order to make informed decisions about local, national and global issues. The key scientific areas of Biology, Chemistry and Physics are studied to provide understanding of the world around us.

Students are encouraged to improve their scientific understanding and skills by interacting with a variety of learning experiences that includes an emphasis on laboratory work and safety, thus enhancing their science inquiry skills. The nature, development, use and influence of science are explored.

Students record and communicate their progress using a variety of techniques such as workbook entries, written scientific reports, posters, models and multimedia presentations.

CORE SCIENCE

In Year 10 Science, the curriculum focus is on explaining phenomena involving science and its applications. Students consider the atom and learn that matter can be rearranged through chemical change. They explore the evidence for different theories, including the theories of natural selection and the Big Bang theory. Students understand that motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale enabling students to predict how changes will affect equilibrium within these systems.

KEY TOPICS

- Investigating Science
- Genetics and Evolution
- Force and Motion
- Chemical Patterns and Reactions
- Global Systems
- The Universe

PATHWAYS

- Science in Everyday Life
- Careers that require science, including medicine, engineering and trades such as an electrician
- VCE Biology
- VCE Chemistry
- VCE Physics
- VCE Psychology

EXTENSION SCIENCE

This subject is for students who have a keen interest in science and wish to undertake a course that, whilst based on the core curriculum topics, will extend and challenge students providing optimum preparation for Year 11. This will involve both practical and theoretical activities where students will be extended with content and skills that bridge across to the VCE Science Studies of Biology, Chemistry and Physics.

(Please note that students applying for this course should be working at or above standard according to the Victorian Curriculum).



YEAR 10 ELECTIVES: OVERVIEW

All students need to choose 4 elective blocks. This could be any of the following combinations:

Year 10 Program Options

	Year 10 - 2023	Year 11 - 2024	Year 12 - 2025
Standard Year 10 Program	<ul style="list-style-type: none"> English Maths Science Humanities 4 Electives (2 Per Semester) 	Your choice of 6 VCE or VET subjects (Typically Units 1 & 2)	Your choice of 5 VCE or VET subjects (Units 3 and 4)
Standard Program with VCE or VET Early Start Option	<ul style="list-style-type: none"> English Maths Science Humanities 1 VCE or VET Subject 2 Electives (1 Per Semester) 	Your choice of 5 VCE or VET subjects (Units 1 and 2) 1 VCE or VET Units 3 and 4 Sequence	Your choice of 5 VCE or VET subjects (Units 3 and 4)

In 2023, electives at the College will incur a contribution fee of \$160 (\$40 per subject per semester). The elective contribution fee will cover the costs of curriculum consumables that will enable the elective programs to provide a rich learning experience for students.

Arts	Health and Physical Education (HPE)	Humanities
Media Music Performance Performance Photography Public Art Sculpture Visual Art Visual Communication Design	AFL Girls and Lifestyle Fitness Health and Human Development Physical Education Specialist Sport and Fitness Sports Coaching & Physical Conditioning	Business Management Criminal Minds Heroes & Villains History, Film & Music Making and Breaking the Law
Science	Technology	Languages
Biomedical Science Medical Physics Psychology Science of Skincare	Chef's Hat Design & Technology Fashion Textiles I.T. Systems Engineering	Chinese (Mandarin)

MEDIA

Media is the study of film, television and additional contemporary media forms. Students also learn to create their own media works such as short films, photography exhibitions, podcasts, magazines, graphic novels and podcasts.

KEY TOPICS

- Students will extend their understanding of the visual elements of photography and the rule of thirds in order to plan, produce and exhibit a photography portfolio.
- Students will learn the basics of operating a D-SLR camera, as well as editing tutorials in Adobe Photoshop to create a film poster campaign in a particular genre style.
- They will analyse the way in which audiences read and create meaning through codes and conventions in media artworks, such as film and television.
- This culminates in students working in production groups to create a sequence based on a particular genre, such as action or horror.
- This will give the students a solid foundation of understanding local, global and culturally agreed ways of creating meaning, which they will continue to grow in future years of studying Media.

PATHWAYS

- Year 10
- VCE Media Units 1 and 2

MUSIC PERFORMANCE

Year 10 Music focuses on practical, theoretical, aural and analytical skills. Students develop a better understanding of the musical concepts taught at a Year 9 level which serves as preparation for those wishing to study Music at a more senior level. The three main areas covered in the course are Solo and Ensemble Performance – proficiency and development, Theoretical and Aural Training, together with Music Appreciation - focusing on the expressive elements of music.

It is an expectation that students are involved in a College ensemble and/or vocal groups to extend their performance experience and skills.

Note: Students wishing to enrol in Year 10 Music should already be able to play an instrument and should have at least a basic understanding of Music Theory. Students are strongly encouraged to be taking private instrumental/vocal lessons, and should be prepared to attend additional theory coaching lessons if necessary.

KEY TOPICS

- Solo and Ensemble Performance
- Aural and Music Literacies
- Music Analysis and Appreciation

PATHWAYS

- VCE Music Performance Units 1 to 4



PERFORMANCE

Year 10 Performance provides opportunities for students to explore the domains of Drama and Dance whilst extending their performance skills on stage. Throughout this course, students plan and design, refine, direct and perform a range of dramatic or dance pieces both as a soloist and as part of an ensemble.

Students will experiment with more sophisticated concepts within their performance work, supported through a deeper study of Drama or Dance. Students will further develop skills in stagecraft and expressive skills through a range of analysis and performances.

This elective balances practical and theoretical learning experiences, providing a well-rounded theatrical learning immersion that is both engaging and challenging. Written and oral responses on students' planning and performances, requiring critical thinking is presented as a digital Performance Journal. This journal serves as a personal reflection, analysis and review of set tasks.

KEY TOPICS

- Performance Practice and Analysis
- Scripted and Original Performance
- Subject Specific Technical Training

PATHWAYS

- VCE Dance
- VCE Drama
- VCE Theater Studies
- VET Dance



PHOTOGRAPHY

This course uses advanced digital camera techniques to build skills in students who have an interest in photography.

Students explore and experiment with in-camera effects, props, studio lighting and industry standard editing programs such as Adobe Photoshop. Students draw on photographic artworks from a range of cultures, times and locations. They reflect on the development of different traditional and contemporary styles of photographic works.

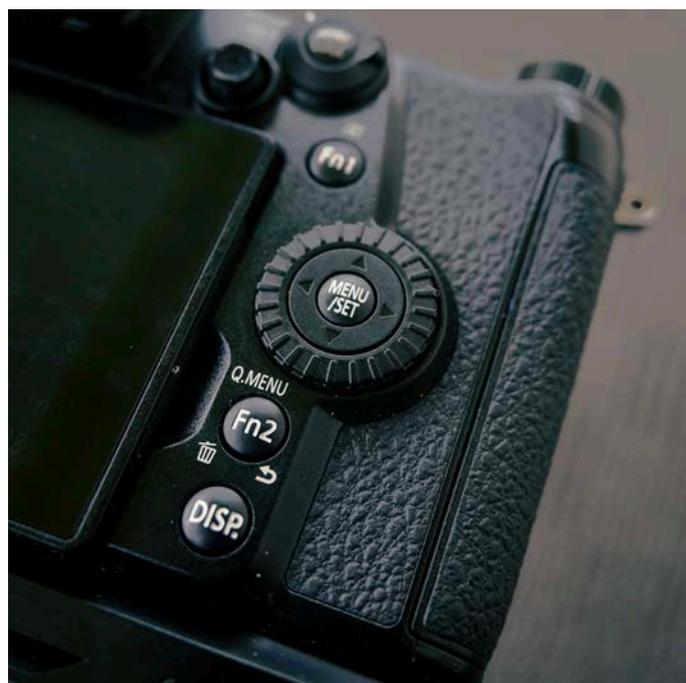
Students adapt ideas, visual images and practices from selected artists and use them to inform their own personal aesthetic when making artworks and presenting them to an audience.

KEY TOPICS

- Exploring themes and finding inspiration in the work of others
- Practicing and refining visual art application skills
- Presenting Final Artworks
- Reflecting on their own work and the work of others

PATHWAYS

- VCE Media
- VCE Art Creative Practice



PUBLIC ART

This elective focuses on students who have previously shown notable ability within a Visual Arts subject. Looking at collaborative artworks that will enhance the community and surroundings of Hazel Glen College, students will develop an understanding of the value of critical, analytical and visual thinking in preparation for tomorrow's creative world.

By encouraging imagination, flexibility, adaptability and risk-taking in both the process of collaborative design and making, students can realise its power to inspire, communicate, celebrate and connect through creativity and innovation. Projects are designed to introduce students to a range of skills and conceptual ideas relating to community centered image making.

Two-dimensional murals and three-dimensional installations will be the main focus areas where the art elements and design principles will be explored. Students will be encouraged to work as part of a team both in design and final creation of public artworks that will be showcased in and around the college grounds. With a continued focus on the design process, students will explore Visual Art in preparation for VCE and beyond.

KEY TOPICS

- Exploring themes and finding inspiration in the work of others
- Practicing and refining visual art application skills
- Presenting Final Artworks
- Reflecting on their own work and the work of others

PATHWAYS

- VCE Art Creative Practice

SCULPTURE

This course provides a foundation for future specialised work relevant to visual arts disciplines. Students will develop an understanding of modern day and historical sculptural artists, embrace the idea of influences on their own work and build their analytical skills. Completion of the Year 9 Sculpture elective is not required as students will be exposed to the freedom art allows using influences from both 2D and 3D experiences.

The design briefs will be more open than previous years; encouraging students to respond in their own way. They will learn to problem solve to reach their desired outcome, will set their own goals ensuring they fit the allocated time frame and develop their work into more complex forms should they choose.

Students will be introduced to many different materials where they will be expected to use the design process to develop ideas. They will be encouraged to think outside the square, select their own limits and continuously trial outcomes to extend their capacities. Projects are designed to introduce students to a range of skills and conceptual ideas relating to image and object making. With a continued focus on the art elements and design principles, students will explore sculpture in preparation for VCE and beyond.

KEY TOPICS

- Exploring themes and finding inspiration in the work of others
- Practicing and refining visual art application skills
- Presenting final 3-dimensional Artworks
- Reflecting on their own work and the work of others

PATHWAYS

- VCE Art Creative Practice



VISUAL ART

This course provides a foundation for future specialised work relevant to visual arts disciplines. Students will build on their prior knowledge and art ability by revisiting specific mediums and techniques.

They will develop an understanding of modern day and historical art influences, and will create artworks inspired by present day artists and past masters. Projects are designed to introduce students to a range of skills and conceptual ideas relating to image making. With a continued focus on the art process, students will explore Visual Art in preparation for VCE and beyond.

This subject is for:

- Students have an interest in Visual Arts and a practical, hands on program
- Students who want to embrace their creative individuality, thrive on thinking outside the box, enjoy testing things out, building on their mistakes and finding their inner artist
- Students who want a creative outlet

KEY TOPICS

- Exploring themes and finding inspiration in the work of others
- Practicing and refining visual art application skills
- Presenting Final Artworks
- Reflecting on their own work and the work of others

PATHWAYS

- VCE Art Creative Practice



VISUAL COMMUNICATION DESIGN

Students focus on developing skills in the application of the design process and the use of various drawing methods and media to produce creative designs. Students design symbols and demonstrate how they could be applied to various items.

They develop skills with architectural 2D and 3D drawing conventions to communicate their designs. Students record the development of their designs in a visual diary to support their final presentations. Through annotations and analysis students demonstrate their understanding of the design elements and principles, and the effectiveness of visual communications.

KEY TOPICS

- Explore and develop Visual Communication processes
- Use of manual and digital drawing methods to create visual communications
- Generate and develop ideas in response to audience needs
- Analyse and evaluate the visual communications they make and view

PATHWAYS

- VCE Visual Communication Design

HPE: AFL

Students will develop their skills in AFL as well as their knowledge of tactics within the game, the history of the sport and the impact First Nations People have had on the sport and society.

KEY TOPICS

- Skill Acquisition
- AFL Evolution
- First Nations Impact on the Sport

PATHWAYS

- VCE Physical Education
- VET Sport and Recreation

This subject will incur an additional fee of \$30 to cover incursions that are planned as part of the program.

HPE: GIRLS LIFESTYLE & FITNESS

This course provides insight into the study areas of physical education and health. This course is a girl's only class developed to get girls active and healthy. The elective will explore the physical, social and mental health benefits of physical activity, while also discussing the health risks associated with physical inactivity.

The girl's will research the myths surrounding exercise and diet, elite athletes and stereotypes. They will also explore body image and the media's portrayal of what health looks like. Students will learn about nutrition and investigate the factors that influence food choices. Practical activities including gym classes, pilates, walks, relaxation sessions and self-defence classes.

KEY TOPICS

- Benefits of Exercise
- Healthy Bodies, Healthy Minds
- Training for Fitness
- Women in Sport

PATHWAYS

- VCE Health and Human Development
- VCE Physical Education



HPE: HEALTH AND HUMAN DEVELOPMENT

Students will investigate health and human development in local, Australian and global communities.

They explore the concept of 'development' as a continuum that begins with individual human development beginning from conception and progresses towards human development at a societal level.

Students will gain a richer understanding about how nutrition plays a major role in influencing both health status and individual human development.

KEY TOPICS

- Dimensions of Health
- Sexual Relationships (Sexually Transmitted Disease)
- Reproductive System
- Health and Development throughout a lifespan
- Health Promotion
- Nutrition

PATHWAYS

- VCE Health and Human Development Units 1 and 2

HPE: PHYSICAL EDUCATION SPECIALIST

This subject will focus on and be a lead up subject to VCE Physical Education Units 1 and 2. Students will explore the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement.

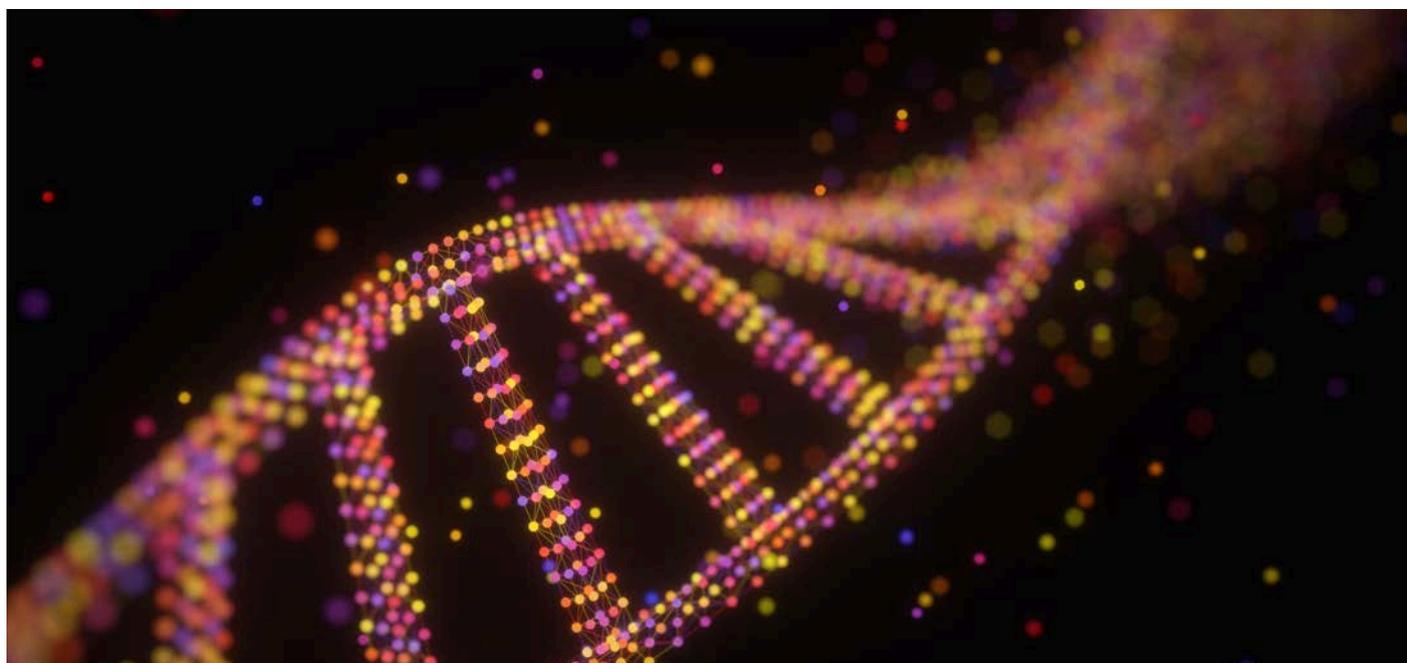
KEY TOPICS

- Behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity
- Factors that affect all levels of performance and participation in sport, exercise and physical activity
- Physical, social, emotional and cognitive health benefits associated with being active

PATHWAYS

- VCE Physical Education
- VET Sport and Recreation

This elective relies on students being above the expected level in Health and Physical Education – you must be highly capable from both a practical and theoretical perspective to be able to complete the subject (you should ask your current PE teacher whether you are suitable for this course).



HPE: SPORT & FITNESS

This subject will focus on the ways in which sport and fitness can have positive impacts on the lifespan. Students will be immersed in both indoor and outdoor classroom environments where they would have the opportunity to link theory and practice.

KEY TOPICS

- Sociocultural influences on performance and participation in physical activity
- Theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity
- How appropriate knowledge and skills can assist learners to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan
- How energy systems, body systems and training methods interconnect; fostering an environment for positive athlete development and performance. This elective requires students to partake in high intensity workouts and is recommended for highly motivated students

PATHWAYS

- VCE Physical Education
- VET Sport and Recreation

HPE: SPORTS COACHING & PHYSICAL CONDITIONING

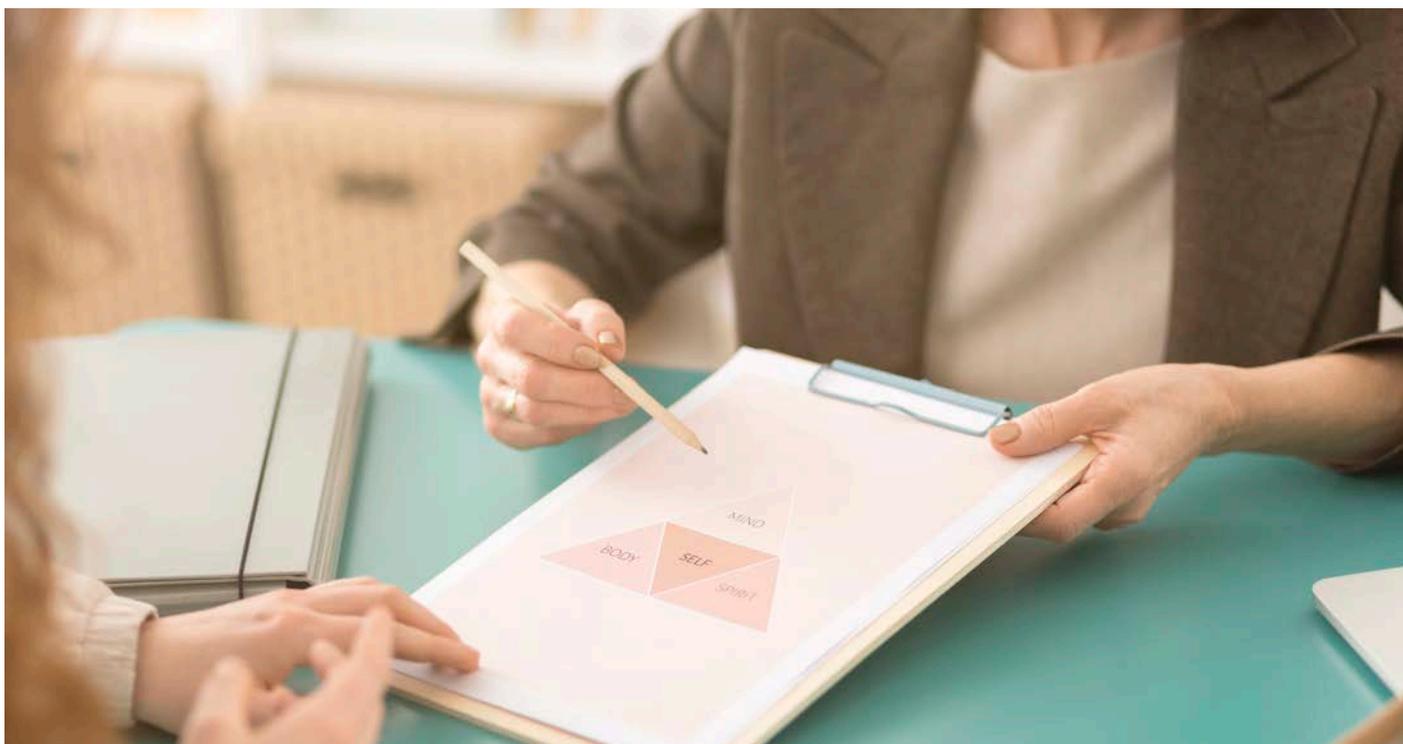
Designed for students interested in competitive sport. Learn the basic skills of coaching including the role and responsibilities expected of a coach, planning, safety, communication, group management and inclusive coaching practices. Students will experiment with developing their own training sessions before coaching interschool sport.

KEY TOPICS

- Basics of Coaching
- Breakdown and Create
- Tactics and Strategy

PATHWAYS

This course is great for those interested in Sport and can see themselves captaining or coaching sports teams. Want to improve in your own sport/event? Use the skills learned and apply them directly to your own life!



HUMANITIES: BUSINESS MANAGEMENT

This course provides a foundation for future specialised work in the areas of business and finance. Students will develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members of the business community.

KEY TOPICS

- Personal Finance
- The Role of Financial Institutions
- Superannuation
- Cons and Scams
- The Job Market
- How to be a Wise Consumer
- Different Types of Economic Systems such as Capitalism and Communism
- The Australian Economy and Global Economic Concerns
- Taxation
- The Fundamentals Around Operating a Small Business

PATHWAYS

- VCE Accounting
- VCE Business Management
- VCE Economics

HUMANITIES: CRIMINAL MINDS

Criminal Minds is a cross-curricular subject in which students are introduced to the role of psychologists within the criminal legal system. Students will also have the opportunity to develop their research skills by investigating a criminal.

KEY TOPICS

- Nature and Nurture
- Factors that Contribute to a Person Becoming a Criminal
- How Criminal Law is Enforced
- How Offenders are Punished Through the Court System
- Analyse the reliability of eyewitness testimony and the factors that are used to determine if a person is lying

PATHWAYS

- VCE Legal Studies
- VCE Psychology
- VCE Sociology



HUMANITIES: HEROES & VILLAINS

In this subject students will explore key leaders throughout history who have shaped the modern world. Many leaders supported their people while others had ulterior motives. Students will explore leaders who supported their people and those who had ulterior motives, and the effect their regimes or policies had on the past and the present. Some of these leaders include Adolf Hitler, Ghandi, Pol Pot and Barack Obama.

PATHWAYS

- VCE History

HUMANITIES: HISTORY FILM & MUSIC

This subject will focus on and be a lead up subject to VCE History Units 1 and 2. As part of our study of History at Year 10, we will begin by exploring the treatment of people under dictators and in countries of conflict during the 20th Century.

We will look at the way dictators controlled all aspects of society and inflicted terror as a means of control. We will research the Rwandan and Cambodian genocides, making comparisons with the Holocaust of WWII. In the final term, we will then explore how people have come together to fight for important causes, including the anti-war movement of the 1960's.

Throughout the semester we will be using a range of primary sources to understand these important events of the 20th Century, as well as analysing some of the films and songs that introduced these issues to a mass audience and as a form of protest.

PATHWAYS

- VCE English
- VCE History

HUMANITIES: MAKING & BREAKING THE LAW

Students will investigate the ways in which the law and the legal system relate to and serve individuals and the community. Students will develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society.

The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens. Students will develop their inquiry skills as they investigate the workings of the Australian legal system.

They will become critical thinkers as they develop an ability to identify, collect and process information from a range of sources and engage in its interpretation and analysis. Skills for independent inquiry, critical thinking and legal reasoning to solve legal problems are also fostered.

KEY TOPICS

- Processes of Law-Making
- Dispute Resolution
- The Administration of Justice in Australia

PATHWAYS

- VCE Legal Studies

SCIENCE: BIOMEDICAL SCIENCE

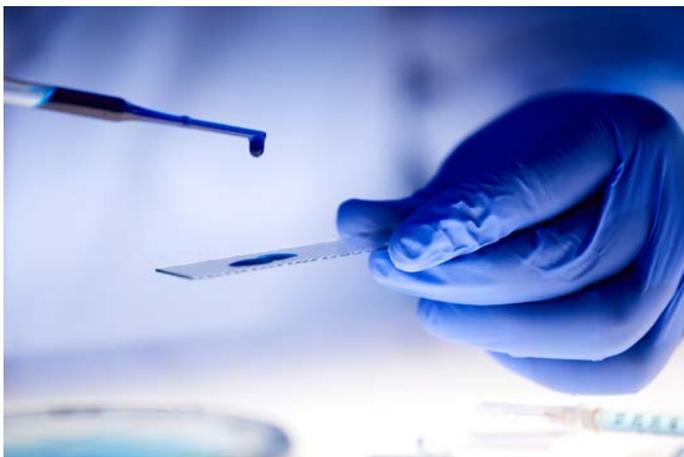
Students learn about how disease manifests in the human body, develop an appreciation of how complex the human body is and how gaining knowledge of its functions is vital in better understanding human health. In this subject, students will learn how various diseases are caused, treated and defended against whilst also participating in a wide range of scientific experiments.

KEY TOPICS

- Pathogens and Infectious Diseases
- The Body's Defence Systems
- Types of Immunity
- Non-Infectious Diseases

PATHWAYS

- VCE Biology



SCIENCE: MEDICAL PHYSICS

Modern medicine relies heavily on the understanding of the physics in the world around us, in both diagnosis and treatment of disease as well as allowing us to look inside the human body to identify injury as well as monitor the growth and development of a baby before it is born. In this subject, students will use the concept of radiation and nuclear physics to explore how images of the human body are produced.

KEY TOPICS

- Waves: Sound and Light
- Nuclear Radiation
- Scientific Research
- Scientific Investigations

PATHWAYS

- VCE Physics

SCIENCE: PSYCHOLOGY

Have you ever wondered why people think the way they think and behave the way they do? Have you ever wondered what goes on inside someone's head? In this elective, students will delve into the science of psychology to grasp an understanding of why individuals act the way they do.

KEY TOPICS

- Brain and Nervous System
- Psychological Experiments and Ethics
- Sleep and the Science of Dreams
- Mental Health

PATHWAYS

- VCE Psychology

SCIENCE: SCIENCE OF SKINCARE

In this subject, students will come to understand the body's largest organ - the skin and how different cosmetic and makeup products affect it. Students will focus on the chemistry behind many skincare products, including sunscreen, makeup, haircare and other cosmeceuticals. Students will look at different vitamins, acids, antioxidants, and so much more.

KEY TOPICS

- Basic Dermatology
- Skincare Routines
- Sun and Skin
- Skin Conditions
- Ethics in Skincare

PATHWAYS

- VCE Chemistry

TECHNOLOGY: CHEF'S HAT

In this subject, students continue to develop their knowledge of food and food preparation through participation in weekly practical tasks. They learn about food safety, preparation, catering and project management within the context of the food service industry.

Students explore the fundamentals of food science by learning about the functional properties of key ingredients and the chemical reactions commonly used in food production and product design. Students also learn about sustainability and how this is impacted by modern systems of food production and changing consumer expectations.

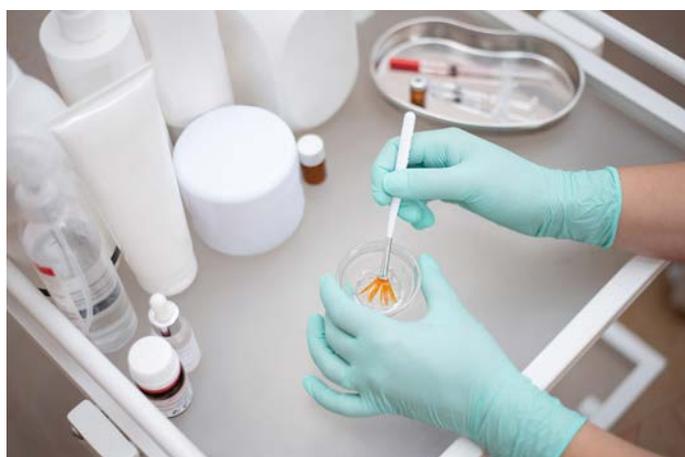
Costs include all food and materials required for the subject. Please note students are required to wear black leather, non-slip shoes for entry into the kitchen.

KEY TOPICS

- Food Safety
- Catering
- Functional Properties of Key Ingredients
- Sustainability in the Food Industry

PATHWAYS

- VET Kitchen Operations
- VCE Food Studies (not currently offered at HGC)



TECHNOLOGY: DESIGN & TECHNOLOGY

This course provides a foundation for a future in specialising in design, fabrication and construction. Students will design, construct, and evaluate projects gaining experience working with hand tools, machinery, specialist tools, and digital technologies including CAD software (Computer Aided Design) and Laser Cutting. Projects are developed with the use of various materials including wood and acrylic.

Students use prior knowledge and research to build upon their skills and to construct a mid-sized project. Students are introduced to CAD software, using 3D and 2D drawing techniques to create designs for construction. Students are tasked to become design-thinkers, problem solving their projects with a creative approach, using reasoning to overcome obstacles that are not immediately obvious, and integrating ideas and concepts that may not be achievable with a more traditional process.

Students learn to manage their time effectively as they plan, research, prototype, problem solve and manufacture their projects.

KEY TOPICS

- Design Folio
- Product Construction

PATHWAYS

- VCE Design Technology
- VET Construction (External)
- Trade Apprenticeship



TECHNOLOGY: FASHION TEXTILES

In this courses students continue learning and developing their skills in design and creating products. They incorporate the elements and principles of design through the creative processes of Fashion Illustration. They will continue to develop their manual and machine sewing skills through the construction of garments/accessories of their own design while learning to use a commercial sewing pattern.

They will also learn about sustainability within the fashion industry and the implications of Fast Fashion. Working through the subject students create their own products alongside A3 design folios that will showcase the design process including research, visualisation sketches and sewing samples. Students have the opportunity to have their final works included in end of year fashion show.

KEY TOPICS

- Design Portfolio
- Product Construction
- Sewing Machine Skills
- Sustainability in the Fashion Industry

PATHWAYS

- VCE Product Design - Textiles (Early Start to VCE available)



TECHNOLOGY: INFORMATION TECHNOLOGY (IT)

“Those that can imagine anything, can create the impossible.” - Alan Turing In this course, students will develop skills and understanding in how to develop digital solutions. This subject explores how digital technologies work and how we can instruct computers to solve real-world problems.

KEY TOPICS

- Software Programming
- Secure Communication with Devices
- Design and Create Solutions to Problems

PATHWAYS

- VCE Applied Computing (Year 10 IT is not a prerequisite, however it is recommended)

TECHNOLOGY: SYSTEMS ENGINEERING

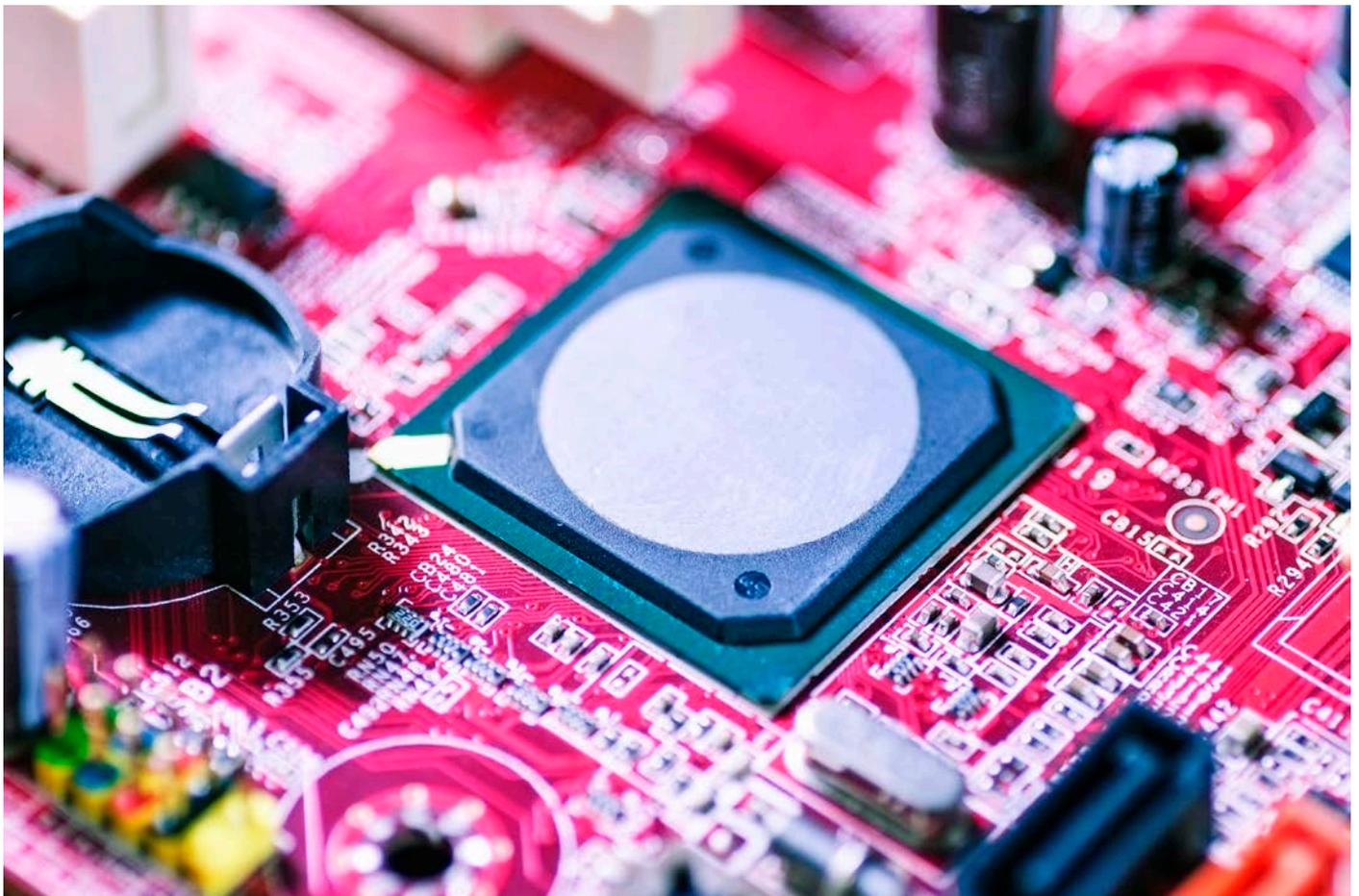
In year 10 systems engineering students will be introduced to the fundamentals of electrical engineering, including handskills such as soldering, how power is generated and developing a strong understanding of programmable computer boards such as raspberry pi, arduino and micro:bit. Students will use their knowledge to build an electrical system of their choice.

KEY TOPICS

- Mechanical Systems
- Electro-Technological Systems

PATHWAYS

- VCE Systems Engineering (Year 10 IT is not a prerequisite, however it is recommended)





2023

HAZEL GLEN COLLEGE
VCE SENIOR SCHOOL
SUBJECT PATHWAYS

VCE STUDIES OFFERED BY LEARNING AREA

ART STUDIES

Art Creative Practice
Media
Visual Communication Design

ENGLISH STUDIES

English
Literature (Units 1 & 2)

HEALTH AND PHYSICAL EDUCATION

Health and Human Development
Physical Education

HUMANITIES

Accounting
Australian and Global Politics
Business Management
Economics
Geography
History
Legal Studies
Sociology

LANGUAGES

Chinese Language, Culture and Society

MATHEMATICS

Foundation Mathematics
General Mathematics
Mathematical Methods

MUSIC

Music (Units 1 & 2)
Music Contemporary Performance (Units 3 & 4)
Music Repertoire (Units 3 & 4)

SCIENCES

Biology
Chemistry
Physics
Psychology

TECHNOLOGY

Applied Computing
Product Design & Technology: Textiles
Systems Engineering

Art Creative Practice

VCE Art Creative Practice is founded on models of art practice and inquiry. Students undertake a series of iterative learning experiences to question, investigate, connect, create, discuss, analyse, and reflect on their art making. Art practices involve students making, critically thinking, and responding as artists and viewers. Art practices may include but are not limited to the representation, interpretation and presentation of artworks to support a conceptual and practical application and understanding of materials, techniques and processes. Art practice uses visual conventions that are informed by a variety of contexts and are guided by viewpoints, encouraging deep learning and developing students' skills in critical and creative thinking.

VCE Art Creative Practice incorporates three approaches to inquiry through art practice: Experiential learning, Inquiry learning and Project-based learning. These approaches echo the thinking and actions inherent in art making and mirror the practices of artists in different cultures and periods of time.

Units 1 and 2

Unit 1: students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives. They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Unit 2: Students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks. Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

Units 3 and 4

Unit 3: Students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

Unit 4: Students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

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. VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. The study is made up of four units.

Units 1 and 2

Unit 1: Media forms, representations and Australian stories. The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product. In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Unit 2: Narrative across media forms. Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and film making are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions.

New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception. In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts.

Units 3 and 4

Unit 3: Media narratives and pre-production. In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Unit 4: Media production and issues in the media. In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

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.



Visual Communication Design

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions.

Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management. The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study is made up of four units.

Units 1 and 2

Unit 1: Introduction to visual communication design. This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practice their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Unit 2: Applications of visual communication within design fields. This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Units 3 and 4

Unit 3: Visual communication design practices. In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Unit 4: Visual communication design development, evaluation and presentation. The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two dimensional and three dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

English in VCE - Your Choice!

At Hazel Glen College, we are proud to offer either VCE English or VCE Literature as your English study. All students must complete at least one English subject to successfully receive their VCE; you will be able to choose either VCE English or Literature as this option, or potentially both.

Most students will choose VCE English as it is closest to their previous English studies prior to VCE, but students may opt to choose VCE Literature if they have a passion for texts and reading and wish to extend the skill of textual engagement, analysis and interpretation.

If you are interested in choosing Literature as your only English study in VCE, or even both English and Literature, please see the Domain Leader of Senior English and/or VCE Literature teacher to discuss this option before making this choice.

English

The study of VCE English contributes to the development of literate individuals capable of critical and creative thinking. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators. Students will develop a sense of themselves, their world and their place within it. The study is made up of four units.

PATHWAYS

Most university courses require a minimum 25 study score in English; therefore a successful attempt at an English subject in VCE is key to entry into most tertiary studies. Success in English also develops all students' general literacy skills to become successful, engaged members of society, no matter their chosen field of study or work.

Units 1 and 2

Unit 1: Reading and exploring texts and crafting texts. In this unit, students read and respond to texts analytically and personally. Students develop their skills in creating written, spoken and multimodal texts. Also, students engage with and develop an understanding of effective and cohesive writing.

Unit 2: Reading and exploring texts and exploring argument. In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal text.

Units 3 and 4

Unit 3: Reading and creating texts and analysing argument. In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Unit 4: Reading and comparing texts and presenting argument. In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.



Literature

VCE Literature provides opportunities for students who enjoy engaging with novels, short stories, plays and films to dive deeper into their analysis of texts and in doing so develop their awareness of other people, places and cultures. In this subject, students examine how texts can represent varying societies across history as well as identify and analyse the connections that exist between classic stories. Students build on their ability to reflect critically, consider differing viewpoints and develop their own craft as writers in a range of forms. The study is made up of two units.

Units 1 and 2

Unit 1: Area of Study One - In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text.

Unit 1: Area of Study Two - In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented.

Unit 2: Area of Study One - In this area of study students focus on the interrelationships between the text, readers and their social and cultural contexts.

Unit 2: Area of Study Two - In this area of study students focus on the ways that texts relate to and influence each other.

PATHWAYS

- Editing
- Publishing
- Journalism
- Writing
- Teaching
- Librarianship

PLEASE NOTE: Literature Units 3 and 4 are not being offered in 2023

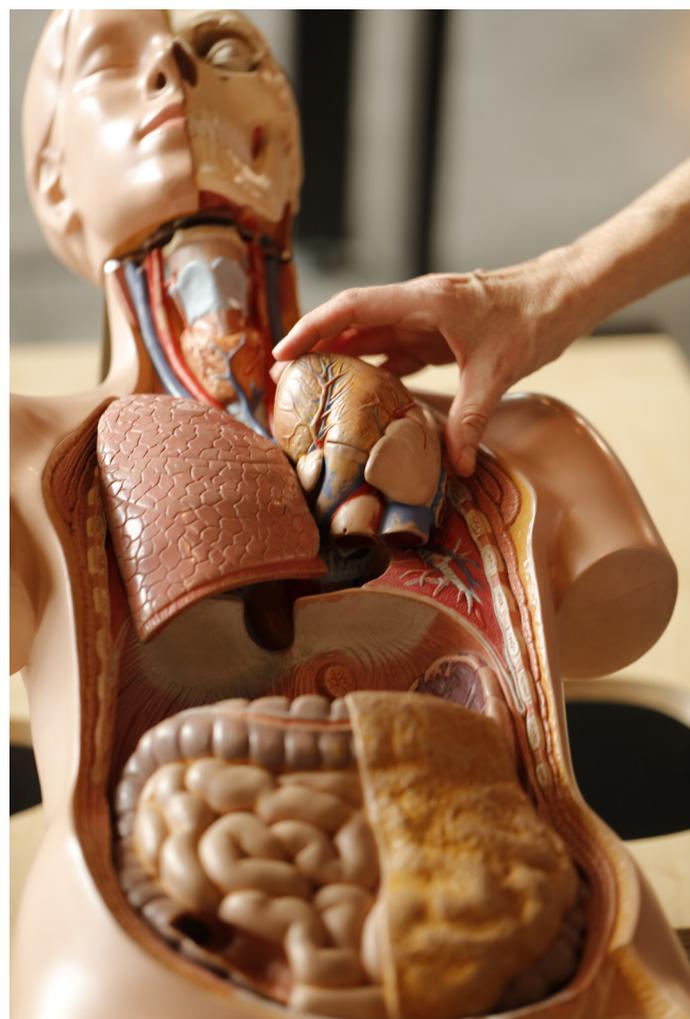


Health and Human Development

Units 1 and 2

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families.

The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe. VCE Health and Human Development is designed to foster health literacy. Students inquire into the Australian healthcare system and extend their capacity to access and analyse health information. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges. The study is made up of four units.



Unit 3 and 4

Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan.

Unit 3: This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4: 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. Students consider the health implications of increased globalisation and worldwide trends. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Physical Education

Units 1 and 2

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

Unit 1: In this unit students explore how the musculoskeletal and cardiorespiratory systems 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.

Unit 2: 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. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups.

Unit 3 and 4

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

Unit 3: Movement skills and energy for physical activity. This unit introduces students to the bio mechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Unit 4: Training to improve performance and Improvements in performance. In this unit students analyse movement skills and apply relevant training principles and methods to improve performance within physical activity. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students design and evaluate an effective training program.



Accounting

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

Units 1 and 2

Unit 1: Role of Accounting in Business
Unit 2: Accounting and Decision-Making for a Trading Business

Units 3 and 4

Unit 3: Financial Accounting for a Trading Business
Unit 4: Reporting, Recording, Budgeting and Decision-Making

KEY TOPICS

- Financial Data and Information
- Use of IT within an Accounting System
- Business Decision Making
- Management and Operation of a Business
- Accounting Elements
- Accounting Records and Reports

PATHWAYS

VCE Accounting provides key skills and understanding for continued studies within Commerce disciplines and leads to a range of accounting, economics, finance, entrepreneurship and business careers.

Australian & Global Politics

VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities. Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system.

Students develop a critical understanding of the world in which they live and of contemporary global issues. In doing so, students are provided with the opportunity to develop the awareness and the critical thinking skills that underpin active citizenship and an ability to more deeply appreciate and contextualise the global environment in which they live.

Units 1 and 2

Unit 1: Ideas, Actors and Power
Unit 2: Global Connections

Units 3 and 4

Unit 3: Evaluating Australian Democracy
Unit 4: Australian Public Policy

KEY TOPICS

- Global Environment
- Democratic Ideals
- Political, Social, Cultural and Economic Forces



Business Management

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

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

Units 1 and 2

Unit 1: Planning a Business
Unit 2: Establishing a Business

Units 3 and 4

Unit 3: Managing a Business
Unit 4: Transforming a Business

KEY TOPICS

- Business Ideas
- External and Internal Business Environment
- Legal and Financial Requirements
- Marketing
- Staffing
- Pathways

PATHWAYS

- VCE Accounting
- VCE Australian and Global Politics
- VCE Business Management
- VCE Economics
- VCE Legal Studies
- Accountant
- Finance Specialist
- Human Resources Manager
- International Business Specialist
- Marketing Officer
- Technology Officer

Economics

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society.

As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. Students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

Units 1 and 2

Unit 1: The Behaviour of Consumers and Businesses
Unit 2: Contemporary Economic Issues

Units 3 and 4

Unit 3: Australia's Economic Prosperity
Unit 4: Managing the Economy

KEY TOPICS

- Supply and Demand
- Scarcity
- Wants and Needs
- Economic Models
- How Technology May Have Altered the Way Businesses and Consumers Interact
- Inequitable Distribution of Income
- Economic Growth
- Living Standards

PATHWAYS

VCE Economics provides key skills and understanding for continued studies within Commerce disciplines and leads to a range of economics, accounting, finance, actuarial science, data science, statistics and business careers.



Geography

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? How could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork. Twelve key geographic concepts underpin the study – change, distance, distribution, environment, interconnection, movement, place, process, region, scale, spatial association and sustainability.

Units 1 and 2

Unit 1: Hazards and Disasters

Unit 2: Tourism: Issues and Challenges

Units 3 and 4

Unit 3: Changing the Land

Unit 4: Human Population: Trends and Issues

KEY TOPICS

- Natural and Human Induced Phenomena
- Interconnections and the Patterns
- Geo-spatial Technologies
- Spatial Perspectives
- Environments
- Human Interactions
- Hazards
- Tourism Issues
- Land Cover and Use

PATHWAYS

- VCE Australian and Global Politics
- VCE Business Management
- VCE History
- VCE Legal Studies

History

In this subject students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

In Units 3 and 4 students investigate the significant historical causes and consequences of political revolution. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. The students explore the French and Russian revolutions in 2023.

Units 1 and 2

Unit 1: Change and Conflict

Unit 2: Modern History

Units 3 and 4

Units 3 and 4: Revolutions

KEY TOPICS

- End of WWI
- Germany After WWI
- The Rise of Hitler & Nazism
- Origins of WWII
- America in the 1920s & 1930s
- Origins and end of the Cold War
- U.S. Civil Rights Movement
- Terrorism
- French Revolution: Consequences of the Revolution
- Russian Revolution: Consequences and Causes of the Revolution

PATHWAYS

- Teacher
- Historian
- Librarian
- Public Servant
- Law Clerk
- Museum Curator

Legal Studies

In contemporary Australian society there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers. The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system.

They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems.

Units 1 and 2

Unit 1: Guilt and Liability

Unit 2: Sanctions, Remedies and Rights

Units 3 and 4

Unit 3: Rights and Justice

Unit 4: The People and the Law

KEY TOPICS

- Law Making Bodies: Parliament and The Courts
- Principles of Justice
- Civil and Criminal Law

PATHWAYS

- VCE Australian and Global Politics
- VCE Business Management
- Lawyer (Solicitor, Barrister, Judge)
- Court Assistant
- Legal Adviser
- Policy Writer
- Human Resources

Sociology

In this subject, students investigate the relationship between human behaviour and social interactions to understand how different societies are organised, develop and change. Through this study, students will apply and examine the relevance of different theories and develop an appreciation of the importance of cultural diversity. Students will also consider how aspects of society are interrelated, and analyse the causes and impacts of social change.

Units 1 and 2

Unit 1: Youth and Family

Unit 2: Social Norms – Breaking the Code

Units 3 and 4

Unit 3: A Culture and Ethnicity

Unit 4: Community, Social Movements and Social Change

KEY TOPICS

- The Category and Experience of Youth
- The Family
- Deviance
- Crime
- Australian Indigenous Culture
- Ethnicity
- The Concept and Experience of Community
- The Concept, Nature and Purpose of Social Movements and Social Change

PATHWAYS

Relating to working with social groups and social processes:

- Cultural Resource Management
- Community Development
- Working with Minority and Ethnic Groups
- Field Associated with Crime, Substance Abuse and Family Matters
- Industrial Relations
- Social Justice
- Social Issues Relating to Health Care



Chinese Language, Culture and Society

Through this study students develop an understanding of the language, social structures, traditions and contemporary cultural practices of diverse Chinese-speaking communities. They extend their study of the Chinese language, develop the skills to critically analyse different aspects of the cultures of Chinese-speaking peoples and their communities, and gain insight into the connections between languages, cultures and societies.

Units 1 and 2

Unit 1: In this unit students focus on important aspects of life in modern China. They explore the tradition of filial piety and examine and explore the impact of generational change in families. Students analyse the schooling system to consider and reflect on cultural values in China. They participate in discussions and analyse research about family and education in China. Students interact with other learners of the language and share information related to aspects of their personal world and life in Chinese-speaking communities. Students develop their reading and comprehension skills in Chinese and produce texts. They also exchange information using appropriate vocabulary and expressions.

Unit 2: This unit focuses on the importance of myths, legends and Chinese art. Aspects of Chinese culture are explored through Chinese mythology as reflected through contemporary culture. Students undertake research related to, for example, mythology, legends and art. This unit also focuses on developing the students' capacity to interact in spoken Chinese. Students develop their language skills by initiating, maintaining and closing an exchange. Tourism, geographical features and regional differences in China are considered. Students are given opportunities to write appropriately for context and situation.

PATHWAYS

The Chinese language is spoken by about a quarter of the world's population. It is the major language of communication in China, Taiwan and Singapore, and is widely used by Chinese communities throughout the Asia - Pacific region, including Australia. This study enables students to strengthen their communication skills in Modern Standard Chinese and to learn about aspects of the culture, history and social structures of Chinese-speaking communities through the medium of English. It also prepares students for further study and employment in areas such as tourism, technology, finance, services and business.

PLEASE NOTE: Chinese Language Units 3 and 4 are not being offered in 2023



Foundation Mathematics

Units 1 and 2

Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

KEY TOPICS

- Algebra, Number and Structure
- Data Analysis, Probability and Statistics
- Discrete Mathematics
- Space and Measurement

PATHWAYS

- VCE Foundation Mathematics Units 3 and 4

Units 3 and 4

Foundation Mathematics will have a strong emphasis on providing students with the knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. Students undertaking Foundation Mathematics will be developing mathematical skills and showcasing them related assessment is to be incorporated throughout each unit as applicable.

KEY TOPICS

- Algebra, Number and Structure
- Data Analysis, Probability and Statistics
- Discrete Mathematics
- Space and Measurement

PATHWAYS

Work related mathematical skills for trades, apprenticeships and some university courses will require a VCE level mathematics.

General Mathematics

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. General Mathematics provides for the study of non-calculus and discrete mathematics topics. The course is designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important.

Units 1 and 2

KEY TOPICS

Unit 1:

- Data analysis, probability and statistics – univariate data
- Algebra, number and structure – recursion/ financial
- Functions, relations and graphs – linear graphs and models
- Discrete mathematics - matrices

Unit 2:

- Data analysis, probability and statistics – bivariate data
- Discrete mathematics - networks
- Functions, relations and graphs – transformations of data to linearity
- Space and measurement – measurement and trigonometry

PATHWAYS

Students who study General Maths Unit 1 and 2 can study General Maths Units 3 and 4 or Foundation Maths Unit 3 and 4. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.



General Mathematics

Units 3 and 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. Students will build their capacity with relevant mental and by-hand approaches to estimation and computation. They will also develop skills in the use of technology to manipulate numerical, graphical, geometric, symbolic statistical and financial functionality.

KEY TOPICS

Unit 1:

- Data Analysis
- Recursion and Financial Modelling

Unit 4:

- Matrices
- Networks and Decision Mathematics

PATHWAYS

General Mathematics 3 and 4 is a requirement for a large number of university courses such as Teaching, Architecture, Science, Accounting, Health Sciences and many more. Students are encouraged to refer to individual University courses for specifics.



Mathematical Methods

Units 1 and 2

The focus of Mathematical Methods Unit 1 is the study of simple algebraic functions, and the focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications.

KEY TOPICS

- Algebra
- Calculus
- Functions
- Probability and Statistics

PATHWAYS

- Commerce
- Computer Science
- Biomedical Science
- Economics
- Engineering
- Mathematics
- Radiation Sciences
- Science

Units 3 and 4

Mathematical Methods Units 3 and 4 continues with the studies of functions and graphs, statistics and probability and calculus from Units 1 and 2 and builds on concepts in an application and modelling setting.

KEY TOPICS

- Algebra
- Calculus
- Functions
- Probability and Statistics

PATHWAYS

- Biomedicine
- Engineering
- Mathematics
- Medicine
- Physiotherapy
- Some General Science Courses

Please refer to individual course prerequisites for clarification.

Music

Music is uniquely an aural art form and its essential nature is abstract. It is a complex socio-cultural phenomenon that exists distinctively in every culture and is a basic expression and reflection of human experience. It allows for the expression of the intellect, imagination and emotion, and the exploration of values, and fosters an understanding of continuity and change. Active participation in music develops musicianship through creating, performing, responding and analysing, and fosters an understanding of other times, places, cultures and contexts. Students develop ideas about the ways in which music can interact with other art forms, technology and design, and other fields of endeavour.

Unit 1 - Organisation in Music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

Unit 2 - Effect in Music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created.

Through creating their own music, they reflect this exploration and understanding. Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

Music Contemporary Performance

Contemporary Performance and Repertoire Performance will run as one class.

Music Contemporary Performance Units 3 and 4

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through re-imagining existing music works. They refine selected strategies to enhance their own approach to performance.

Music Contemporary Performance Unit 3: Music Contemporary Performance. In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances. Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.



Music Contemporary Performance

Music Contemporary Performance Unit 4:

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a re-imagined version of an existing work and an original work created by an Australian artist since 1990.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance. Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

Music Repertoire Performance

Contemporary Performance and Repertoire Performance will run as one class.

Music Repertoire Performance Units 3 and 4

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought.

Music Repertoire Performance Unit 3:

In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion.

Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Music Repertoire Performance Unit 4:

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based viva voce.

Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Biology

VCE Biology enables students to develop knowledge and understanding of key biological models, theories, concepts and issues from the individual cell to species level. Students develop practical investigation skills as well as analyse contemporary bioethical issues.

Units 1 and 2

In Unit 1, students examine the structure and functioning of cells, how the plasma membrane controls the movement of substances in and out of the cell and explore cellular growth, replacement and death. Students learn about the organisation and functioning of biological systems of plants and mammals, as well as how the body regulates these systems. Students design and conduct their own practical investigation and present evidence-based conclusions.

In Unit 2, students investigate genetic inheritance and predict patterns of inheritance. They compare sexual and asexual reproduction and investigate the use of cloning technologies. Students explore the importance of biodiversity and the adaptations that enable a species to survive in an ecosystem. Students explore the interactions between species along with contributions of Aboriginal and Torres Strait Islander knowledge and perspectives to the understanding of Australian ecosystems. Students investigate contemporary bioethical issues and communicate their findings.

KEY TOPICS

- Cells: Structure, Function, Growth Differentiation and Death
- Biological Systems
- Practical Investigations
- Genetic Inheritance
- Adaptations and Ecosystems
- Bioethical Issues

PATHWAYS

- VCE Biology Units 3 and 4



Units 3 and 4

In Unit 3, students investigate the functioning of cells through the relationship between nucleic acids (DNA and RNA) and proteins. They evaluate how tools and techniques such as CRISPR-Cas9 can be used to manipulate DNA, and the bioethical implications of gene technology. Students learn how enzymes control the processes of photosynthesis and cellular respiration.

In Unit 4, students focus on the immune response to specific pathogens, and the role of vaccinations in providing immunity. They analyse evidence for genetic change in populations and changes in species over time. Students investigate relatedness between species, and evidence for human change over time. Students undertake a student-designed practical investigation and communicate their evidence-based conclusions in a scientific poster.

KEY TOPICS

- Nucleic Acids and Proteins
- DNA Manipulation Technology
- Bioethics
- Enzymes, Photosynthesis and Cellular Respiration
- Immunity
- Evolution
- Practical Investigations

PATHWAYS

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science.

Chemistry

VCE Chemistry enables students to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials. In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues, and communicate their views from an informed position. The study is made up of four units.

Units 1 and 2

In Units 1 and 2, students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. Students will also analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

KEY TOPICS

- Periodic Table
- Metals
- Ionic Compounds
- Mole
- Bonding
- Water
- Analysis of Materials

PATHWAYS

- VCE Chemistry Units 3 and 4



Units 3 and 4

In Units 3 and 4 Chemistry students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. Students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They also study the metabolism of food and the action of medicines in the body.

KEY TOPICS

- Fuels
- Energy
- Redox
- Galvanic Cells
- Equilibrium of Reactions
- Organic Chemistry
- Analysis of Compounds
- Food Chemistry

PATHWAYS

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers agriculture, bush fire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Physics

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

Units 1 and 2

In Unit 1, students learn about how energy works, its uses in modern society and the problems that come with it. There is a strong practical focus and students will do experiments with electrical circuits, climate change, nuclear energy and heat transfer. Students use mathematics to solve physics problems and form a better understanding of the world.

In Unit 2, students explore the power of experiments in developing models and theories. They investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. Students will study an optional topic that they will select from a list of eighteen possibilities such as Astrophysics, Sport Science, Biomechanics or Flight.

KEY TOPICS

- Heat and Light
- Nuclear Energy
- Electrical Energy
- Motion
- Scientific Investigation

PATHWAYS

- VCE Physics Units 3 and 4

Units 3 and 4

In Unit 3, students investigate motion and analyse gravitational, electric and magnetic fields. They analyse and evaluate an electricity generation and distribution system.

In Unit 4, students learn how understanding of light and matter have changed over time. They explore how major experiments led to the development of theories to describe these fundamental aspects of the physical world. Students design and conduct a scientific investigation related to fields, motion or light, and present their findings as a scientific poster.

KEY TOPICS

- Newton's Laws of Motion
- Gravitational, Electric and Magnetic Fields
- Electricity
- Light and Matter
- Practical Investigations

PATHWAYS

VCE Physics provides for continuing study pathways within the discipline and can lead to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, communications, education, engineering, geophysics, instrumentation, lasers and photonics, medical diagnosis and treatment, nuclear science, optics, pyrotechnics and radiography.



Psychology

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour 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.

Units 1 and 2

In Unit 1, students discuss complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development. They analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning. Students investigate how science is used to explore and validate contemporary psychological research questions.

In Unit 2, students analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour. They explain the roles of attention and perception, compare taste and visual perception and analyse factors that may lead to perceptual distortions. Students design and conduct a scientific investigation related to internal and external influences on perception and/or behaviour, and present their findings as a scientific poster.

KEY TOPICS

- Psychological Development and Behaviour
- The Brain
- Research Methods
- Factors that Affect Behaviour
- Perception
- Scientific Investigation

PATHWAYS

- VCE Psychology Units 1 and 2

Units 3 and 4

In Unit 3, students analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning. They apply different approaches to explain learning and discuss memory as a psychobiological process.

In Unit 4, students analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning. They discuss the concept of mental wellbeing, explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing. Students design and conduct a scientific investigation related to mental processes and psychological functioning, and present their findings as a scientific poster.

KEY TOPICS

- The Nervous System
- Stress
- Learning and Memory
- Sleep
- Mental Wellbeing
- Phobia
- Scientific Investigations

PATHWAYS

Students who study VCE Psychology can consider a pathway within this discipline that can lead to a range of careers and roles that work with diverse populations and communities. Areas that registered psychologists may work in include clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology.

Applied Computing

VCE Applied Computing supports students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally. The study provides students with practical opportunities to create digital solutions for real world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours.

The study is made up of four units. VCE Applied Computing provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-technologies based areas such as information architecture, web design, business analysis and project management.

Units 1 and 2

Unit 1: Applied Computing. Students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

Unit 2: Applied Computing. Students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

Units 3 and 4

Unit 3: Software Development. Students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

Unit 4: Software Development. Students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

Product Design & Technology - Textiles

VCE Product Design and Technology - Textiles offers students a range of career pathways in design and business in fields such as industrial, transport, interior and exhibition, engineering, fashion, furniture, jewellery, textile, at both professional and vocational levels. Moreover, VCE Product Design and Technology - Textiles informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

Units 1 and 2

Unit 1: Sustainable Product Redevelopment. This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. In this unit students examine claims of sustainable practices by designers.

Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

Unit 2: Collaborative Design. In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Product Design & Technology - Textiles

Units 3 and 4

Unit 3: Applying the product design process. In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Unit 4: Product development and evaluation. In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.



Systems Engineering

VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through 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 strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

Unit 1

Unit 1: Mechanical System Design. In this Unit students learn about fundamental mechanical engineering principles and the components required when producing an operational system. Students learn fundamental principles of how mechanisms and simple mechanical systems provide movement and mechanical advantage, and how the specific components of a system or an entire mechanical system can be represented diagrammatically. Using the systems engineering process students research, design and plan a mechanical system. They consider relevant factors that influence the creation and use of their system and document their findings and process.

This Unit provides students with the opportunity to produce, test and evaluate an operational mechanical system. Students make a model or develop a prototype to test aspects of their design. They perform a risk assessment and select and safely use materials, tools, equipment, components and machines. Once the design is confirmed, students fabricate their mechanical system using materials and components. Students document their processes, including decisions made in relation to the production of the system. They test and modify the system, aiming to achieve optimum performance, and report on its success by responding to their previously established evaluation criteria. They review how they have applied the systems engineering process and how they have taken account of the factors that influenced the creation and use of their system.

Systems Engineering

Unit 2

Unit 2: Electrotechnological Systems. In this Unit students focus on electrotechnological engineering principles and the components and materials that make operational electrotechnological systems. Students develop their understanding of commonly used components, including their typical performance, physical appearance, implementation and how they should be represented in schematic circuit diagrams and in circuit simulation software. Using the systems engineering process, students research, design, plan and model an operational electrotechnological system. They describe and reflect on the factors that may influence the creation and use of the system.

In this Unit students produce, test, diagnose and evaluate operational electrotechnological systems. Using the systems engineering process, students use a range of materials, tools, equipment, machines and components and manage identified risks while producing the system designed previously. They use appropriate equipment to test the system and diagnose its performance, making necessary modifications and adjustments. They record progress and evaluate the integrated system and their use of the systems engineering process, referring to the factors that influence their creation of the system. Students suggest how the system and their utilisation of the systems engineering process could be improved.

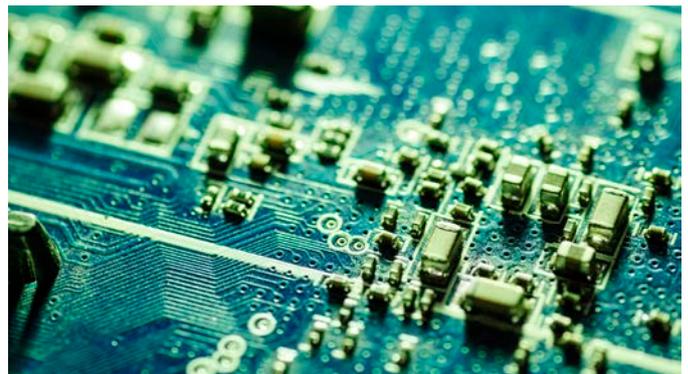
Unit 3

Unit 3: Integrated and Controlled Systems. This area of study focuses on engineering knowledge associated with the integration, calibration and control of mechanical and electrotechnological systems, how they work and can be adjusted, as well as how their performance can be calculated and represented diagrammatically in a range of forms. Students use fundamental physics and applied mathematics to solve systems engineering problems. They apply theoretical concepts and principles and use the systems engineering process to manage the design and planning of an integrated and controlled system and to commence its production.

They investigate the factors that influence the creation and use of their integrated and controlled system. Students demonstrate innovation and creativity as well as project management skills. The system commenced in Unit 3 is completed and evaluated in Unit 4, Area of Study 2.

In this area of study students gain an understanding of energy sources and the application of technologies to convert energy sources into power for engineered systems. They consider the relevance of designing systems that are beneficial to the economy, environment and society. Demand for energy to produce electricity, heating and propulsion has sharply increased in recent years. However, current use of non-renewable energy cannot be sustained. Focus has increased on the need for efficient, safe, environmentally-friendly and economical extraction, generation, conversion, transportation, storage and use of power. Students analyse and compare the benefits, limitations and impacts of using different forms of energy sources, including the wastes that are produced and cradle-to-cradle (C2C) analysis.

They investigate and evaluate the technologies used to harness, generate and store non-renewable and renewable energy sources. Students consider the technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables. These developments include gains in efficiency through the transformation of non-renewables to other types of energy such as electricity, reduction of carbon dioxide emissions with non-renewable fuel technologies and hybrid technologies. Students look at examples of improvements in energy systems.



Systems Engineering

Unit 4

Unit 4: Systems Control. In this area of study students continue the development of the integrated and controlled system they researched, designed, planned and commenced production of in Unit 3, Area of Study 1. The completed operational system will demonstrate a range of theoretical concepts and principles studied in Units 3 and 4. Students support the production, testing, diagnosis and evaluation of their systems, subsystems and use of components with appropriate documentation, and with reference to technical data. In their evaluation they refer to the systems engineering process and the factors that have influenced the creation and use of the system. They also consider improvements that could be made to both the system and the process.

In this area of study students focus on new or emerging systems engineering technologies and processes that have been developed within the last eight years preceding the year of study, or that are in the developmental stages and may not yet be commercially available. Students source recent publications and/or undertake site visits to assist their research of new and emerging systems. They consider scientific, technological, environmental, economic and societal and human factors that led to the development of the new or emerging technology and develop an understanding of how it operates and is used. Students consider the likely impacts and resulting advantages and disadvantages of the systems in relation to social, economic and environmental factors.

The new and emerging developments may be exhibited in, or intended for use in, defence operations, aerospace, health, sports and enhancement of human physical capabilities, security and intelligence gathering, robotics and automation, metrology, transportation and education, or combinations of these. Many of these developments are made possible through the use of digital technologies.



2023

HAZEL GLEN COLLEGE
VET SUBJECT
PATHWAYS

WHAT YOU NEED TO KNOW ABOUT VET

The Vocational Education and Training (VET) program lets you take your VCE and a VET Certificate at the same time. VET programs provide for a more vocational VCE by combining both vocational and general education.

On successful completion of study students are awarded their VCE as well as a VET Certificate. This certificate is at level two in the Australian Qualification Framework and is recognised nationally. Students are eligible to apply for an ATAR (Australian Tertiary Admissions Rank) and are also granted credit towards other VET certificate and diploma courses.

VET Units can count as part of the sixteen units needed to successfully complete the VCE. All VCE/VET programs with a Unit 3 & 4 scored assessment sequence contribute to the calculation of ATAR and can count in the Primary Four, in the same way as a non-VET subject. (Where scored assessment is not available it contributes as a 10% increment to the Primary Four.)

VCE students are provided with more options without detracting from their existing pathways. This program gives students options in higher education as well as providing them with additional pathways to training and work.

Students start the program in Year 10 or 11 and undertake a range of VCE/VET Units to gain practical and academic experience.

- Assessment is outcome and skill based in VET Units, that is, the student will have to demonstrate their ability.
- To perform all the required tasks, tests and assignments.
- You are required to do at least 40-80 hours of work placement.
- Select the VCE/VET Units required for the certificate you have chosen. Generally each VET Unit is worth one VCE Unit.
- Select the VCE Units required. These may complement work completed in the VET Units.
- All students who apply for a VET subject must get a Unique Student Identification Number, this will be organised after enrolments are confirmed.

WHAT IS VET?

Vocational Education and Training (VET) programs are designed to meet the needs of industry and increase student pathway options by:

- Developing employability skills, and building industry specific knowledge and practical skills they can apply directly into the workforce;
- Providing students with a smooth transition and head-start into the workforce, or credits towards further study.

VET enables students to obtain a nationally accredited qualification whilst completing their senior secondary school certificate; the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). VET is optional in the VCE program however is essential in the VCAL program in supporting students to make the transition into further education, training and employment.

WHAT IS VET?

VET PROGRAMS

- A nationally recognised vocational certificate
- Counts towards the VCAL certificate or VCE Certificate
- May contribute to the ATAR or study score in the VCE
- Allow students to gain the VCE or VCAL and a VET qualification
- Develop general work related competencies i.e. skills in communication, team work, using technology, problem solving, using mathematical ideas and concepts, planning and organising activities, gathering and analysing information and occupational health and safety
- Develop the skills and knowledge required to work in a particular industry
- Give students a competitive edge in looking for both casual and full time employment

Some VET programs incur a materials charge for consumable items (such as food, timber, text books). This charge must be paid before a student will be accepted into a program.

VET in the VCE the Victorian Curriculum and Assessment Authority (VCAA) has endorsed these programs and so the work done in the VET program is equal to completing VCE units. This means that students can use the VCE VET units to satisfy the minimum requirements for VCE. All VET in the VCE programs have Unit 1 and 2 and/or Unit 3 and 4 status and some can provide students with an ATAR contribution.

The number of VCE units and the ATAR contribution available varies from program to program. As these programs contribute to VCE it is more than likely that students will complete some theory work as part of the program. Some VCE VET subjects require students to complete additional assessment tasks and an exam to meet the VCE requirements for a study score. Other VET subjects which provide credit for VCE unit 3 and 4 will contribute an increment to the overall study score. VCE VET programs usually require students to complete one or two weeks structured workplace learning.

HOW DOES VET WORK?

Registered Training Organisations (RTOs) are responsible for the delivery, assessment and certification of VET qualifications. An RTO may be a student's current school, another school, TAFE, private organisation or an ACE provider. Where students enrol into a VET course at another provider other than their current school (i.e. HGC), they will be responsible for getting themselves to and from that course (i.e. Peter Lalor or St Helena SC) each week on their VET course day (usually a Wednesday however some courses vary).

Students start the VET program in Year 10 or 11 and undertake a range of VCE/VET Units to gain practical skills and academic experience. We recommend students planning to undertake VCE and also wanting to undertake a VET course, start their program in Year 10 to allow completion of their VET course before they start Year 12, providing more time to focus on their final year of VCE studies.

WHY VET?

VET courses prepare students for the workforce by helping them to explore areas of interest, promote further study and work choices, and develop strong links with industry and local community employers. VET:

- Is a very cost effective way of obtaining a nationally recognised qualification in industry (ie Certificate III in Engineering or Allied Services). You only pay the cost of materials for the year - this usually varies between \$0 and \$400.
- Develops employability and industry specific work related skills (ie communication, team work, using technology, problem solving, researching, planning and organising, time management and occupational health and safety).
- Opens future career opportunities in areas of increasing employment demands with pathways to over 500 careers across a wide range of industries (i.e. construction, health services, engineering, early childhood & education, hospitality, community services, IT, science and much more) and promotes an awareness of the world of work through work placement.
- Strengthens education and gives students a competitive edge in looking for casual, part time and full time employment. May contribute towards the ATAR or study score in VCE

FOR VCE STUDENTS?

The Vocational Education and Training (VET) Program allows you to undertake your VCE and VET Certificate at the same time, combining both vocational and general education. On successful completion of study, students are awarded their VCE as well as a nationally recognised VET Certificate.

Students undertaking a VET course are eligible to apply for an ATAR (Australian Tertiary Admissions Rank) and are also granted credit towards other VET certificate or diploma courses. VET Units can count as part of the 16 units needed to successfully complete the VCE.

FOR VCE STUDENTS (CONT)?

Generally each VET Unit is worth one VCE Unit. All VET in the VCE programs have Unit 1/2 and 3/4 status and some can provide students with an ATAR contribution. The number of VCE units and the ATAR contribution available varies from program to program.

All VCE/VET programs with a Unit 3 and 4 scored assessment sequence contribute to the calculation of ATAR and can count in the Primary Four, in the same way as a non-VET subject. Where a scored assessment is not available, it contributes as a 10% increment to the Primary Four.

Some VCE VET subjects require students to complete some theory work, additional tasks and an exam to meet VCE requirements for a study score as part of the program. It also usually requires students to complete one or two weeks of structured workplace learning.

FOR VCE VM STUDENTS?

Students in the VCE VM program must undertake a VET course as part of their studies. This is further complemented by participating in Structured Workplace Learning (SWL) one day per week (Fridays). The VCE VM program is structured to have students spend 3 days at school (i.e. HGC), one day at their VET course and one day undertaking their SWL placement. Their SWL placement must align with and complement their VET course - for example, a student undertaking a VET course in Animal Studies should undertake their work placement within the animal industry (i.e. Veterinary practice).

SWL: Structured Workplace Learning (SWL) is an essential part of VET as it enables students to demonstrate acquired skills and knowledge in an industry setting. During work placements, students undertake specific tasks in order to demonstrate competence. They are regularly monitored and may be assessed on the job. A student can gain credit towards the VCE or VCE VM by successfully participating in SWL and completing the workplace reflections.

VET PROGRAMS @ HGC

At Hazel Glen College, we offer VET courses in Sport & Recreation and Hospitality (Kitchen Operations). See further details on each of these courses below:

Please note: these courses may not run if we don't have enough students enrolled to fill a class.

VET HOSPITALITY UNITS 1, 2 & 3, 4 SIT20416 CERTIFICATE II IN KITCHEN OPERATIONS

This course runs over two years and concentrates on the skills and knowledge required to work in a commercial kitchen. The course is competency based and requires all units completed to a competent standard to attain a pass. There are 11 core units and 6 elective units that are covered over the two years. At the completion, and satisfactory pass of all 17 units of work, students will receive a certificate II in Hospitality Kitchen Operations.

Students will sit an end of year exam which will contribute towards their VCE ATAR score.

This course is largely hands on, requiring skills that translate to a work environment and will appeal to students who either already have a strong knowledge base in cooking, or who enjoy cooking and want to improve their skills. Whilst this course is hospitality based, the skills and work ethic required can transfer to any work environment and develops technical skills, enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

PATHWAYS

TAFE: Associated Diplomas, Advanced Certificates and Apprenticeship Certificates in Hospitality.

UNIVERSITY: Completion of this course leads to a qualification that articulates directly with higher level qualifications in the SIT07 Tourism, Hospitality and Events Training Package which comprises 31 qualifications from Certificate I to Advanced Diploma levels.

EMPLOYMENT: A variety of roles e.g. food/ beverage attendant, bar/bottle shop attendant, front/ office/receptionist, catering assistant, kitchen hand, cook's assistant or short order cook.



VET SPORTS AND RECREATION

UNITS 1 & 2

Students gain a thorough understanding of Work Health and Safety in the Sport and Recreation industry, which they will apply to all course work throughout the two year course. Students will conduct sport, fitness and recreation sessions for a range of participants, whilst maintaining quality service, and will develop the skills and knowledge to plan and conduct a sport or recreation event for a large scale audience, using social media tools for collaboration and engagement. Students will attain their Level 2 First Aid qualification in Year 1 of the program.

UNITS 3 & 4

Students will continue to develop and update their skills and knowledge of coaching practices, whilst educating specific user groups. Students are required to apply knowledge and skills gained from Year 1 of the Certificate by participating in Work Health Safety hazard identification, risk assessment and risk control. Students complete a scored assessment as part of the VCE and complete an end of year VCAA exam.

VET EARLY CHILDHOOD CARE UNITS 1-4

There are 10 core units that are covered over the two years and is available for students. At completion, and a satisfactory pass of all units of work, students will receive a certificate II in Early Childhood Education and Care. Students will sit an end of year exam which can contribute towards their VCE ATAR score.

PATHWAYS

TAFE: Diploma of Early Childhood Education and Care

UNIVERSITY: Bachelor of Education (Early Years)

EMPLOYMENT: Child Care Assistant, Playgroup Supervisor, Family Day Care Worker, Child Care Worker, Early Years Teacher, Outside School Hours Care Assistant, Recreation Assistant, Nanny, Mobile Assistant



VET CLUSTER COURSES

Hazel Glen College is part of the NMVC which is a consortium of secondary schools that have joined forces to improve the provision of VET programs offered in the Northern Region of Melbourne. The NMVC has 48 member schools from State, Catholic and Independent education sectors. This partnership allows students within our region a broader variety of courses to choose from. Students will attend their chosen course at one of the members school campus facilities. In turn the VET courses Hazel Glen College offeres will be open to students within the NMVC. If your student attends one of these schools for their VET course, they are referred to as your "host school" and Hazel Glen College will be referred as your "home school".

Whilst we encourage students to undertake VET courses provided within the NMVC, students interested in a course not provided by a cluster school may choose to enrol into a course offered elsewhere (i.e. TAFE - Melbourne Polytechnic).

NO GUARANTEES getting into a VET cluster subject

Note: We cannot guarantee spots in any VET courses, particularly those not provided by HGC and must also ensure that external VET courses do not affect/ clash with your 2023 Hazel Glen timetable.

NORTHERN MELBOURNE VET CLUSTER COURSES

The NMVC is a consortium of secondary schools that have joined forces to improve the provision of VET programs in the Northern Region of Melbourne. The NMVC has 48 member schools from State, Catholic and Independent education sectors.

Please note: times, venues and program outlines are subject to change and will be confirmed at the Information Enrolment Evenings scheduled for Term 4 each year. All successful applicants will be notified of changes prior to course commencement, via the HGC VET Coordinator.

Certificate III in Allied Health Assistance
Certificate II in Applied Fashion Design and Technology
Certificate II in Automotive Vocational Preparation
Certificate II in Building & Construction (Bricklaying)
Certificate II in Building & Construction (Carpentry)
Certificate II in Building & Construction (Carpentry) SBAT
Certificate II in Building & Construction (Wall & Floor Tiling)
Certificate II in Business
Certificate III in Community Services
Certificate II in Dance
Certificate III in Early Childhood Education and Care
Certificate II in Electrotechnology (Career Start)
Certificate II in Electrotechnology Studies (Pre-vocational)
Certificate II in Engineering Studies
Certificate III in Events
Certificate II in Furniture Making Pathways
Certificate II in Furniture Making Pathways / Certificate II in Building & Construction (Bricklaying & Carpentry)
Certificate II in Hospitality

Certificate II in Kitchen Operations
Certificate III in Information, Digital Media and Technology
Certificate III in Information, Digital Media and Technology (Business Administration Stream) or (Information Technology Stream)
SBAT
Certificate II in Integrated Technologies
Certificate III in Laboratory Skills
Certificate III in Music Industry (Performance Stream)
Certificate III in Music Industry (Sound Production Stream)
Certificate III in Musical Instrument Making and Maintenance
Certificate II in Plumbing (Pre-apprenticeship)
Certificate II in Retail Cosmetics
Certificate III in Salon Assistance
Certificate III in Screen and Media
Certificate IV in Screen and Media
Certificate II in Sport and Recreation
Certificate III in Sport and Recreation
Certificate II in Visual Arts

MELBOURNE POLYTECHNIC

Melbourne Polytechnic provide access to modern training facilities and excellent student services across a number of campuses including, Epping, Greensborough, Heidelberg, Preston and more. With over 20 VET programs on offer, students are invited to study on campus, learn from industry professionals, and develop practical skills in workplace training facilities. Most VET programs at Melbourne Polytechnic include work placement (SWL) and provide guaranteed pathways into a Melbourne Polytechnic TAFE course after school, and the possibility of credit recognition for the units they have completed.

Below are courses offered at Melbourne Polytechnic:

- | | |
|--|---|
| Agriculture | Education Support (partial completion) |
| Allied Health Assistance
(partial completion) | Events |
| Animal Studies | Furniture Making Pathways |
| Building and Construction (Painting and
Decorating) | Greengrocery |
| Building and Construction (Wall and Ceiling
Lining) | Horticulture |
| Computer Assembly and Repair | Hospitality |
| Conservation and Land Management | Integrated Technologies |
| Community Services (partial completion) | Landscaping |
| Creative Industries - Screen and Media Theme | Logistics |
| Early Childhood Education and Care (partial
completion) | Music Industry |
| | Parks and Gardens Sports Turf Management |
| | Transition Education (partial completion) |
| | Visual Arts |
| | Wine Industry Operations |



STEPS IN CHOOSING A VET CLUSTER SUBJECT

VET Course Application Process

Read the NMVC course guide/handbook and program requirements carefully. If there are no courses of interest or the course you are interested in is not provided by the NMVC, we suggest looking at the Melbourne Polytechnic course guide.

Materials Costs

There may be material costs associated with each program which you will be advised of by the Host School at the information evenings, by the TAFE provider or your HGC VET Coordinator. Materials costs are to be paid to HGC by the due date (to be advised). We will not be able to confirm enrolment for students who do not pay the full materials cost by the due date.

For course applications NOT with the NMVC, please see your HGC VET Coordinator. For course applications through the NMVC, please see the below steps.

STEP 1

Select your program and complete the NMVC VET Application form (your HGC VET coordinator can provide you with this form) and return it to your HGC VET Coordinator in the Senior School office. It is important that these forms are fully completed and submitted by the due date.

STEP 2

To be considered, attend the compulsory information evening at the Host School in Term 4. Students and families can contact the HGC VET Coordinator for the information evenings (ie dates and times). Please ensure all details on the application form as Host School's require this information before accepting enrolments.

STEP 3

Ensure the material costs for the course are paid to HGC by the due date (to be advised for 2023 programs). We will not be able to confirm enrolment for students who do not pay the full materials cost by the due date.



2023

HAZEL GLEN COLLEGE
VCE VOCATIONAL MAJOR
SUBJECT PATHWAYS

WHAT IS VCE VOCATIONAL MAJOR?

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- Equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals
- Empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

Students will undertake a VET qualification and have the option to complete Structured Workplace Learning (SWL) or a School-based apprenticeship (SBAT) as part of their program.

WHO IS SUITABLE?

VCE Vocational Major could be considered by students who:

- Are interested in apprenticeships or traineeships
- Do not require an ATAR score
- Want a Year 11 and/or Year 12 Certificate
- Want to stay at school to complete their secondary education
- Are more attuned to applied “hands on” learning
- May want to go out to work when they finish school
- Wish to pursue Higher Education at TAFE or ACE (Adult Community Education) providers in the future
- Want to develop more confidence in the workplace
- Want to gain maturity before they take future steps



VCE VM UNIT CHART

Unit	Learning Outcome	Skills and Knowledge	Applied Learning Assessment
Literacy	Writing for practical purposes: 'write an instructional text'	<ul style="list-style-type: none"> • What the features of an instructional text are • How to structure an instructional text 	Students who are interested in studying automotive could demonstrate their learning by writing an instructional manual on how to service a car.
Numeracy	Financial literacy: make decisions and perform monetary calculations involving money in unfamiliar contexts	<ul style="list-style-type: none"> • How to construct a budget • How to perform monetary addition and subtraction calculations 	Students who are interested in building and construction could demonstrate their learning by creating a budget for the materials, fixtures and fittings of a newly built home.
Personal Development	Plan and organise an event	<ul style="list-style-type: none"> • How to write a plan for an event 	Students who are interested in community services could organise and coordinate a community event, including venue booking, invitations, and agendas.
Work Related Skills	Identify workplace safety hazards	<ul style="list-style-type: none"> • The definition of a hazard • How to conduct a risk assessment 	Students who are interested in hair and beauty could identify workplace safety hazards for a hairdressing salon.
Industry Specific Skills	VET Qualification		
General Units	Structured Workplace Learning (SWL)	School-Based Apprenticeship (SBAT)	



LITERACY SKILLS

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. Texts will be drawn from a wide range of contexts and be focused on participating in the workplace and community.

Further to this, texts will be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings. 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.

Units 1 and 2

KEY TOPICS UNIT 1

Area of Study 1 - Literacy for Personal Use
Area of Study 2 – Understanding and Creating Digital Texts

KEY TOPICS UNIT 2

Area of Study 1 – Understanding Issues and Voices
Area of Study 2 – Responding to Opinions

PATHWAYS

The skills gained in the Literacy Skills Unit enables students to apply practical literacy reading, writing and oracy elements that are required in the workforce and/or further study at TAFE and in pre-apprenticeships/ apprenticeships.

Units 3 and 4

KEY TOPICS UNIT 3

Area of Study 1 – Access and understanding informational, organisational, and procedural texts
Area of Study 2 – Creating and responding to informational, organisational, and procedural texts

KEY TOPICS UNIT 4

Area of Study 1 – Understanding and engaging with literacy for advocacy
Area of Study 2 – Speaking to advise or to advocate

PATHWAYS

The skills gained in the Literacy Skills Unit enables students to apply practical literacy reading, writing and oracy elements that are required in the workforce and/or further study at TAFE and in pre-apprenticeships/ apprenticeships.



NUMERACY SKILLS

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 that 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.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

KEY TOPICS UNIT 1 AND 2

- Personal Numeracy
- Civic Numeracy
- Financial Numeracy
- Health Numeracy
- Vocational Numeracy
- Recreational Numeracy

PATHWAYS

Units 1 and 2 Maths can lead to a VCE Maths unit 3 and 4 subject. The skills gained in the Numeracy Skills Unit enables students to apply practical numeracy skills that are required in the workforce and/or further study at TAFE and in pre-apprenticeships/apprenticeships.



PERSONAL DEVELOPMENT SKILLS

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 environment. 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.

Units 1 and 2

KEY TOPICS UNIT 1

Area of Study 1 – Personal Identity and emotional intelligence
Area of Study 2 – Community health and wellbeing
Area of Study 3 – Promoting a healthy life

KEY TOPICS UNIT 2

Area of Study 1 – What is Community?
Area of Study 2 – Community Cohesion
Area of Study 3 – Engaging and Supporting Community Voices
Area of Study 2 – Responding to Opinions

PATHWAYS

The skills gained in the Personal Development Skills Unit enables students to apply practical skills that are required in the workforce and/or further study at TAFE and in pre-apprenticeships/apprenticeships.

Units 3 and 4

KEY TOPICS UNIT 1

Area of Study 1 – Social Awareness and Interpersonal skills
Area of Study 2 – Effective Leadership
Area of Study 3 – Effective Teamwork

KEY TOPICS UNIT 2

Area of Study 1 – Planning a Community Project
Area of Study 2 – Implementing a Community Project
Area of Study 3 – Evaluating a Community Project

PATHWAYS

The skills gained in the Personal Development Skills Unit enables students to apply practical skills that are required in the workforce and/or further study at TAFE and in pre-apprenticeships/apprenticeships.

WORK RELATED SKILLS

Units 1 and 2

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.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

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).

KEY TOPICS UNIT 1

Area of Study 1 – Future Careers
Area of Study 2 – Presentation of Career and Education Goals

KEY TOPICS UNIT 2

Area of Study 1 – Skills and Capabilities for Employment and Further Education
Area of Study 2 – Transferable Skills and Capabilities

PATHWAYS

The skills gained in the Work Related Skills Unit enables students to apply practical skills that are required in the workforce and/or further study at TAFE and in pre-apprenticeships/ apprenticeships.

Units 3 and 4

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.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

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).

KEY TOPICS UNIT 1

Area of Study 1 – Workplace Wellbeing and Personal Accountability
Area of Study 2 – Workplace Responsibilities and Rights
Area of Study 3 – Communication and Collaboration

KEY TOPICS UNIT 2

Area of Study 1 – Portfolio Development
Area of Study 2 – Portfolio Development

PATHWAYS

The skills gained in the Work Related Skills Unit enables students to apply practical skills that are required in the workforce and/or further study at TAFE and in pre-apprenticeships/ apprenticeships.

Business

Commercial Cookery

Hairdressing

Electro-Technology

Plumbing

Baking

/HEADSTART
APPRENTICESHIPS AND TRAINEESHIPS

**COULD YOU BE THE
NEXT HEAD START
SUCCESS STORY?**

1. WHAT IS HEAD START?

HEAD START is a Victorian Education Department program available at Hazel Glen College. It allows students to begin their Apprenticeship or Traineeship whilst studying, and converts into a full time program when they graduate.



2. LEARN AND EARN

The tailored program is incorporated into a normal school timetable so students can complete their studies while working in their chosen career path. Students must be 15 years or older and are supported every step of the way by a Head Start Coordinator.



3. INDUSTRIES AVAILABLE

Head Start is available across all industries. These include the traditional trades such as Carpentry and Plumbing, as well as the Health and Community sectors, Civil Construction, Agriculture, Child Care, Business, IT, Engineering and many more.



If you would like to get a head start in your career, contact the Head Start Coordinator at Hazel Glen College or send an introductory email to Head.Start.NEM@education.vic.gov.au

/HEADSTART
APPRENTICESHIPS AND TRAINEESHIPS

THE
EDUCATION
STATE

VICTORIA
State
Government