



2024

VERSION 1

HAZEL GLEN COLLEGE
SENIOR SCHOOL
SUBJECT PATHWAYS
HANDBOOK

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WELCOME TO THE SENIOR SCHOOL SUBJECT SELECTION HANDBOOK

INTRODUCTION: CHOOSING PATHWAYS

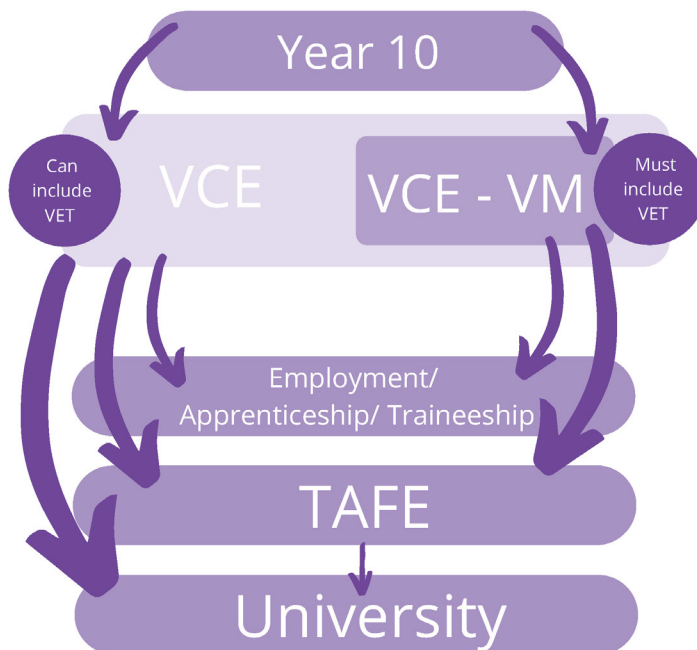
As students transition to Year 10, they start a new stage of their educational journey. During the next 3 years they will be asked to consider how their future might look, examine possible pathways and explore and develop new skills and interests. They will have more choice about the subjects they select and can start to actively make choices based around their preferred pathways.

For some students, this might mean that they select a vocational pathway and this may include a Vocational Education and Training (VET) subject as one of their electives. Other students may apply to undertake a Victorian Certificate of Education (VCE) subject early. Some students may not be sure of their preferred pathway and are advised to focus their choices around subjects they like or are good at. Work experience is an essential part of the Year 10 program and will provide valuable insight into possible career pathways.

Students will spend a week working with an employer and are strongly advised to find a work placement that they are interested in and one that is connected to future pathways preferences. At Hazel Glen College, the homegroup teacher will play an important role in guiding students with decisions around subject selection and advice about pathways throughout their final 3 years in Senior School. We also have an expert pathways team to provide advice and support to students and their families.

As part of the iThrive program, students will learn about our College values of respect, resilience, relationships and responsibility. They will also learn important study skills to assist them with their senior schooling and be supported to promote many aspects of their own wellbeing.

Sonia Goodacre
Senior School Assistant
Principal - Curriculum



Pathways

OUR VISION

ONE COLLEGE. EVERYONE MATTERS.



Our Mission

We nurture and empower every student's educational journey through connected stages of learning from Kindergarten to Year 12. We do this by providing enriching opportunities and through the investment and commitment to our staff.



2024

HAZEL GLEN COLLEGE
YEAR 10
SUBJECT PATHWAYS

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.

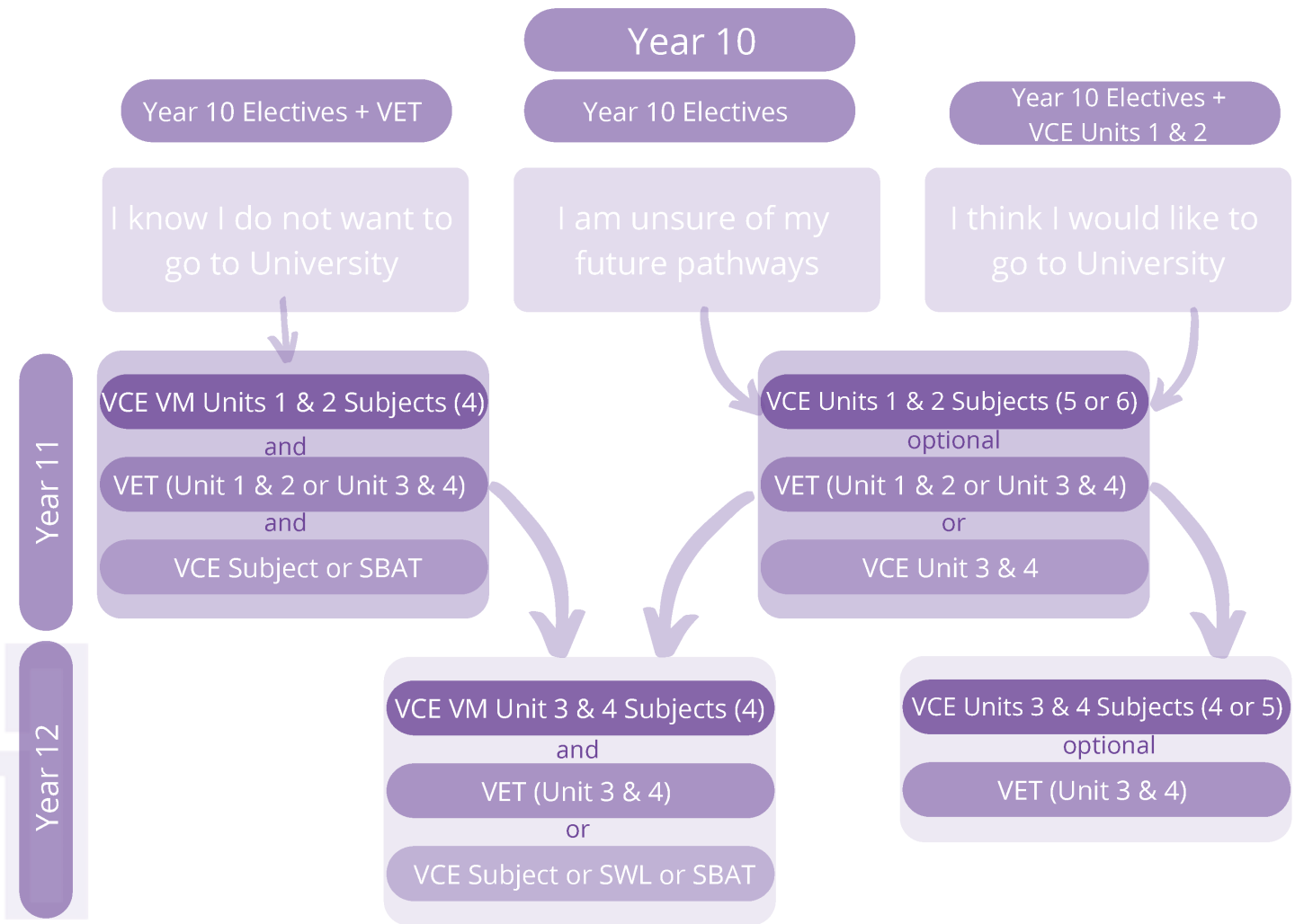
Typically, students will be able to select from two levels of Mathematics: General Mathematics or Extension Mathematics. Similarly, students can choose between Science or Extension Science.

General Mathematics 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 Foundation Mathematics, in which basic concepts are covered to enable students to build upon their existing capacity in numeracy. Students completing Foundation 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 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 iThrive. In Year 10 the focus will be on study skills, careers education and planning, work experience, personal and emotional development.

HGC PATHWAYS



PROGRAM

In 2024 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 2024 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

HUMANITIES

MATHEMATICS

- General Mathematics
- Extension Mathematics
- Foundation Mathematics

SCIENCE

- Science
- Extension Science

EARLY START SUBJECTS

Accounting

Art: Creative Practice

Australian and Global Politics

Biology

Business Management

English Literature

Environmental Science

Foundation Mathematics

General Mathematics

Geography

Health and Human Development

History

Legal Studies

Media

Physical Education

Product Design and Technology - Textiles

Psychology

Sociology

Systems Engineering

Visual Communication Design

ENGLISH

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.

KEY TOPICS

Students will be given a broad choice of texts and tasks in Semester One, in order to develop their voice and agency within English. They will study their own choice of film text in order to respond personally and analytically. They will also study the craft of writing and how to write well, and choose a number of individual text types to demonstrate their skill as a writer.

In Semester Two, students will closely read 'The Curious Incident of the Dog in the Night Time' in order to analyse the ideas, concerns and tensions of the text and provide their own interpretation. They will also study argument and closely analyse its structure and the ways in which authors seek to persuade their audiences. Lastly, they will develop and deliver their own oral presentation on a chosen topic in order to persuade their own audience.

PATHWAYS

Successfully completing this course will lead students into VCE English and 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 to meet the differing needs of Year 10 students - General Mathematics, Extension Mathematics and Foundation Mathematics.

GENERAL 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 General Mathematics can study General Mathematics Units 1 and 2 of Foundation Mathematics 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.



FOUNDATION 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.

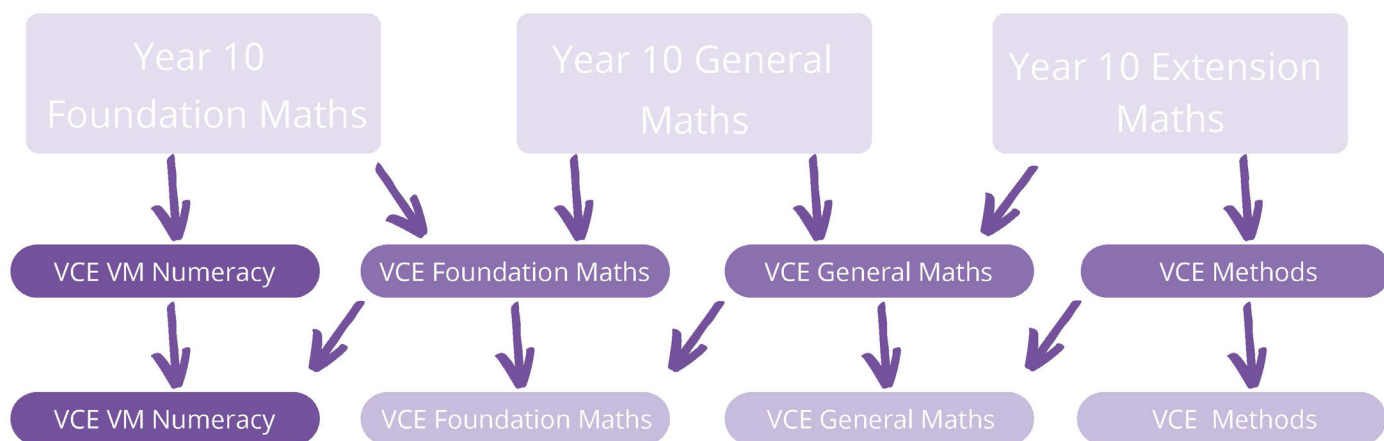
KEY TOPICS

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

PATHWAYS

Students completing Foundation 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.

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 - 2024	Year 11 - 2025	Year 12 - 2026
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 2024, 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 Photography Theatre Studies Visual Art Visual Communication Design	AFL Girls Lifestyle and 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 Social Politics
Science	Technology	Languages
Biomedical Science Medical Physics Psychology Science of Skincare	Chef's Hat Design & Technology Fashion Textiles I.T. Systems Engineering	Chinese (Mandarin) Italian

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 Units 1 and 2



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



THEATRE STUDIES

Students focus on exploring the history of theatre and its ever-evolving role in society as entertainment, education, ritual, an agent for change, a representation of values and a window on society.

Students develop their knowledge and understanding of theatre, its conventions and the elements of theatre composition. They will also develop their interpretive, interpersonal and theatre production skills whilst exploring production role/s:

- Actor
- Director
- Designer: Costume
- Designer: Make-Up
- Designer: Props
- Designer: Set
- Designer: Lighting
- Designer: Sound

KEY TOPICS

- History And Purpose Of Theatre
- Work Creatively and Imaginatively in Production Roles
- Analyse and Evaluate Performance Aspects

PATHWAYS

- VCE Drama
- VCE Theatre Studies



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

HUMANITIES: SOCIAL POLITICS

This course asks students to consider the world around them and their place in it. Students will reflect on what society was like in the past and what it is like in the present, and consider how we can make it a more equitable and fairer place for all. Students will also develop their critical and creative thinking skills by investigating contemporary issues, as well as their problem solving skills by participating in class debates and 'town hall' meetings.

KEY TOPICS

- Sociology as a Social Science
- The Nature of Sociological Inquiry
- The Development of Pop Culture
- The Role and Impact of the Media
- Historical Suppression of First Nations People
- Reconciliation
- Historical and Contemporary Social Movements

PATHWAYS

- VCE Australian and Global Politics
- VCE History
- VCE Legal Studies
- VCE Sociology

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

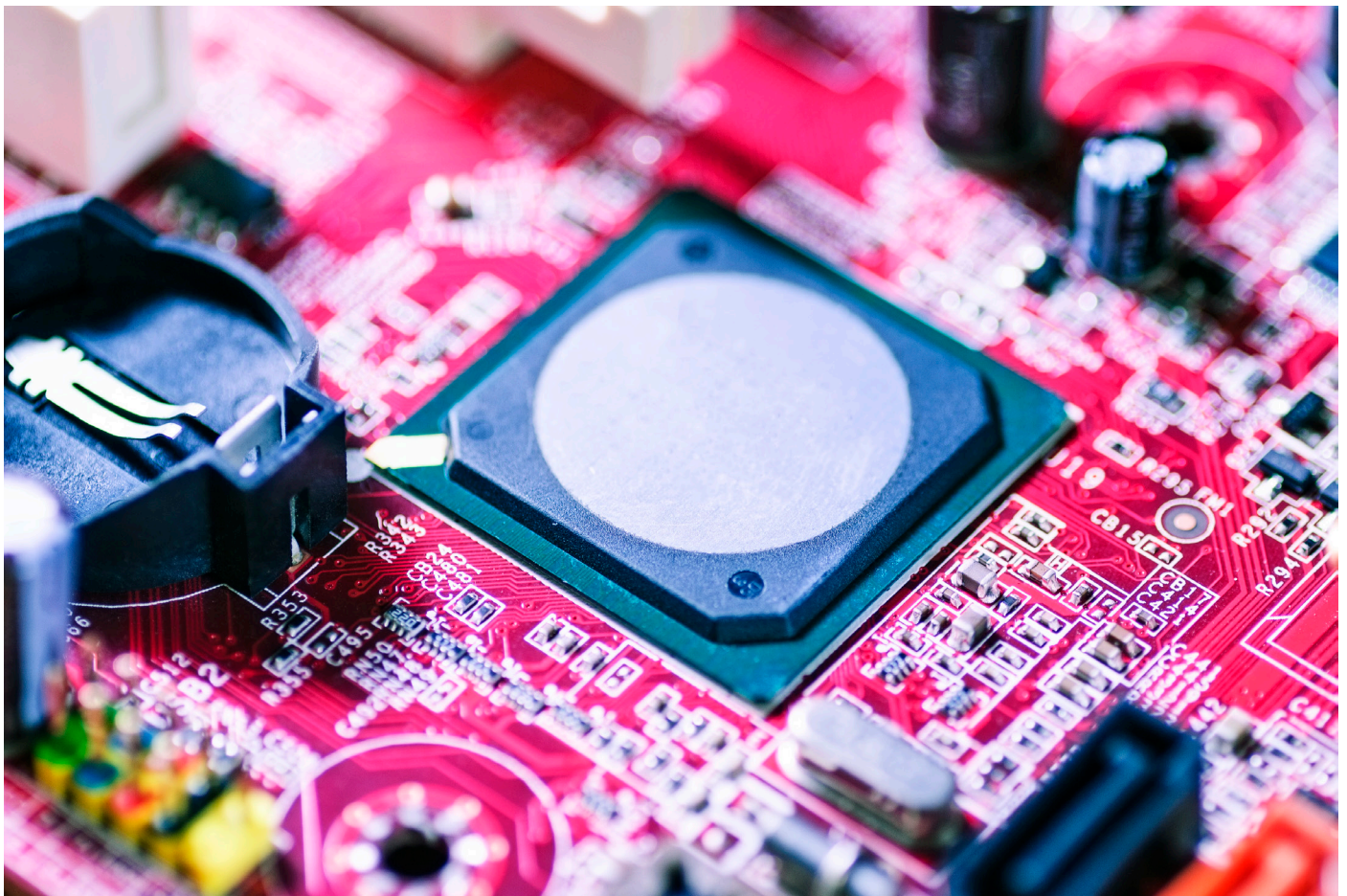
In year 10 systems engineering students will be introduced to the fundamentals of electrical engineering, including handskills such as soldering, how power is generated and developing a strong understanding of programmable computer boards such as raspberry pi, arduino and micro:bit. Students will use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





2024

HAZEL GLEN COLLEGE
VCE SENIOR SCHOOL
SUBJECT PATHWAYS

VCE

The Victorian Certificate of Education (VCE) 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, usually through an ATAR score that is gained from subject study scores achieved in Unit 3 and 4 studies.

The 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 VCE studies are organised into semester-based 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 (six subjects) in Year 11 and a further 10 units (five subjects) in Year 12.

Some students will be able to start the VCE in Year 10 as part of the college's Early Start Program. A number of Early Start subjects are offered to students who meet the academic requirements of the program.

VET

The Vocational Education and Training (VET) program lets you take your VCE or VCE-VM and a VET Certificate at the same time. VET programs provide for a more vocational VCE by combining both vocational and general education. VCE-VM students are required to complete a VET Certificate as part of their studies.

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. VET Units can count as part of the 16 units needed to successfully complete the VCE. All VET programs with a Unit 3 and 4 scored assessment sequence contribute to the calculation of ATAR.

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

VCE - VM

The VCE Vocational Major (VCE-VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE-VM gives 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. It equips them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners, and confident and creative individuals. The VCE-VM empowers students to make informed decisions about the next stages of their lives through real life workplace experiences.

Students 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.

VCE STUDIES OFFERED BY LEARNING AREA

ART STUDIES

Art: Creative Practice
Media
Visual Communication Design

ENGLISH STUDIES

English
Literature

HEALTH AND PHYSICAL EDUCATION

Health and Human Development
Physical Education

HUMANITIES

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

MATHEMATICS

Foundation Mathematics
General Mathematics
Mathematical Methods

MUSIC

Music (Units 1 & 2)

SCIENCES

Biology
Chemistry
Physics
Psychology

TECHNOLOGY

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 role of the media 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.

VCE Media supports students to develop and refine their planning and analytical skills, and their critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression that are valuable for participation in, and contribution to, contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings, including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

The study is made up of four units.

- Unit 1: Media forms, representations and Australian stories
- Unit 2: Narrative across media forms
- Unit 3: Media narratives and pre-production
- Unit 4: Media production; agency and control in and of the media

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

Visual Communication Design

The study of VCE Visual Communication Design, seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life.

Through exposure to the cultures and traditions of design practice, students learn how designers visually communicate ideas and information when designing for people, communities and societies. They develop the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

This study leads to pathways for further study at tertiary level or in vocational education and training settings, including communication graphic and communication design, advertising, games and interactive media, commercial photography, designing spaces such as architecture, interior design and designing objects for human use.

The study is made up of four units.

- Unit 1: Finding, reframing and resolving design problems
- Unit 2: Design contexts and connections
- Unit 3: Visual communication in design practice
- Unit 4: Delivering design solutions

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

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 responding to texts and creating texts. In this unit students read and respond to texts analytically. They also utilise a framework of ideas in order to develop their skills as a writer and create two texts responding to the themes of the framework.

Unit 4: Reading and comparing texts and analysing argument. In this unit, students read and respond to texts analytically. They also analyse the presentation of ideas, issues and themes in persuasive texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Literature

VCE Literature provides students with the opportunity to develop their appreciation of stories and storytelling as both readers and writers. By engaging with texts in a range of forms and genres and from differing historical and social contexts, students develop the confidence to participate in conversations surrounding the importance of studying a diverse range of voices. Through the study of Literature, students foster their creative, critical and higher-order thinking skills.

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.

Units 1 and 2

Unit 3, Area Of Study One - Adaptations and Transformations. In this area of study students focus on how the form of a text contributes to its meaning.

Unit 3,Area Of Study Two - Developing Interpretations. In this area of study students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Unit 4, Area Of Study One - Creative Responses to Texts. In this area of study students focus on the imaginative techniques used for creating and recreating a literary work.

Unit 4, Area Of Study Two - Close Analysis of Texts. In this area of study students focus on a detailed scrutiny of the language, style, concerns and construction of texts.

PATHWAYS

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

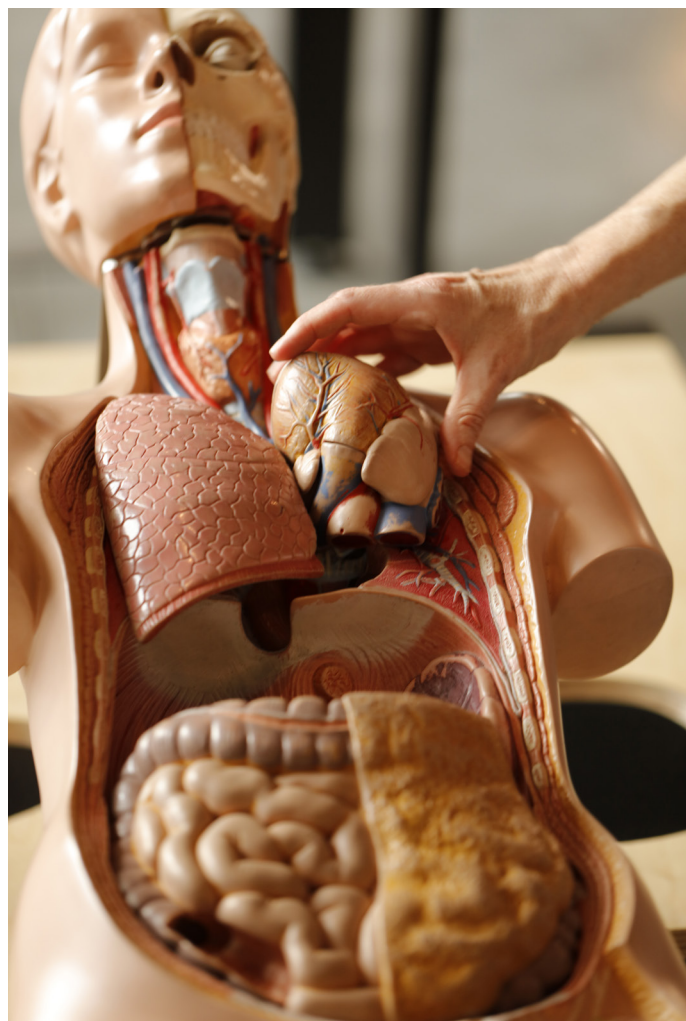


Health and Human Development

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 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

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and / or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice (fairness, equality and access).

Units 1 and 2

Unit 1: The Presumption of Innocence
Unit 2: Wrongs and Rights

Units 3 and 4

Unit 3: Rights and Justice
Unit 4: The People, the Law and Reform

PATHWAYS

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

Sociology

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. By using several theories that offer different ways of understanding human society, Sociologists attempt to objectively examine social issues and explain phenomena that occurs within our world.

Sociology cont.

VCE Sociology assists in the development of an appreciation of cultural diversity, and in an understanding of human behaviour and social structures. Further, it directs students' attention to how aspects of society are interrelated, as well as to the causes and impacts of social change. It provides valuable knowledge and skills for participation in everyday life, develops a capacity for detailed observation of social patterns and group behaviour, and encourages students to become aware of and to think about daily life and activities, as well as wider social issues, from a sociological perspective; it broadens students' insights into key sociological frameworks and social institutions.

Units 1 and 2

Unit 1: Youth and Family
Unit 2: Deviance and Crime

Units 3 and 4

Unit 3: Culture and Ethnicity
Unit 4: Community, Social Movements and Social Change

KEY TOPICS

- The Nature of Sociological Inquiry
- Category and Experience of Youth
- The Family
- Deviance
- Crime and Punishment
- Australian Indigenous Cultures
- Ethnicity
- The Concept and Experience of Community
- The 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

VCE |

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.



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.

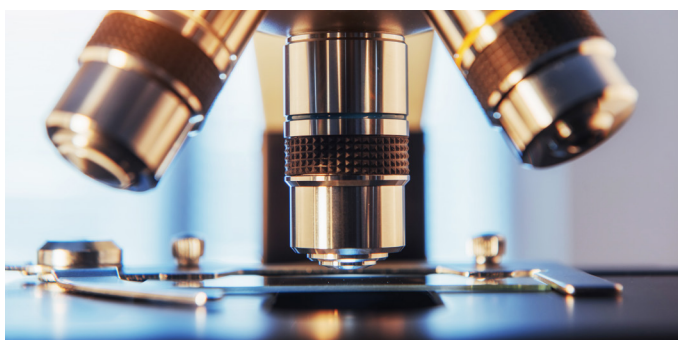
In Unit 4, students focus on the immune response to specific pathogens, and the role of vaccinations in providing immunity. They analyse evidence for genetic change in populations and changes in species over time. Students investigate relatedness between species, and evidence for human change over time. 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.

Product Design & Technology: Textiles

Product Design and Technologies: Textiles VCE Product Design and Technologies: Textiles offers students a unique focus on creativity through the development and production of innovative and ethical products.

Through the study of VCE Product Design and Technologies students become solution-focused and equipped to deal with both the interdisciplinary (interrelationship of multiple disciplines) and transdisciplinary (when disciplines interconnect to form new ideas) natures of design.

This is achieved through collaboration (shared work) and teamwork (working on own tasks with a common goal to others), use of computer-aided manufacturing, work practice in designing and making, and development of speculative, critical and creative thinking skills. Students work with a variety of materials, tools and processes to develop their technocracy and they employ innovative and ethical practices as they practice design. All of this contributes to the real-life industry relevance of this course.

The study is made up of four units.

- Unit 1: Design practices
- Unit 2: Positive impacts for end users
- Unit 3: Ethical product design and development
- Unit 4: Ethical production and evaluation

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



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.

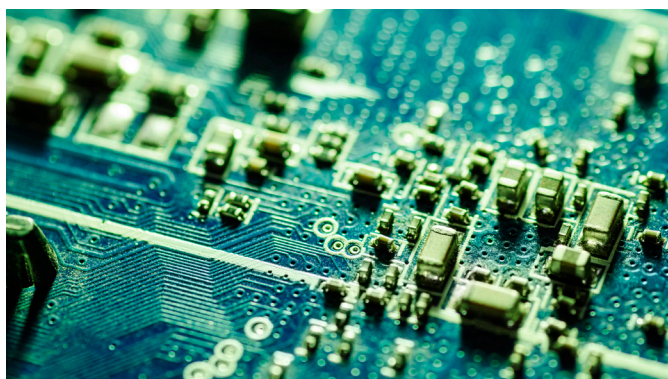
Unit 3

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.



2024

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

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

PATHWAYS

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.



2024

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 is required for your application. You can create one at <https://www.usi.gov.au>

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 VCE Vocational Major (VCE-VM). VET is optional in the VCE program however is essential in the VCE-VM 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 VCE-VM certificate or VCE Certificate
- May contribute to the ATAR or study score in the VCE
- Allow students to gain the VCE or VCE-VM 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

Most VET programs incur a charge for PPE and/or uniform, which will be retained by the student. This charge must be paid before a student will be accepted into a program.

VET in the VCE: 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. Early Childhood Education and Care and Allied Health Assistance programs have compulsory Structured Workplace Learning hours.

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 PPE and/ or uniform for the year - this usually varies between \$0 and \$200.
- 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 Certificate III in Early Childhood Education & Care, Certificate III in Music (Performance) and Certificate III in Sport & Recreation VET courses.

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

VET CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

This course provides students with the opportunity to support the implementation of an approved learning framework and support children's wellbeing, learning and development. Students will learn essential skills in areas such as how to communicate with children, support play and learning/basic development needs, provide food and basic health services including first aid and work health and safety processes. This course is a partial completion of the certificate.

A minimum 160 hours of work placement is required to successfully complete this course.

FURTHER STUDY OPPORTUNITIES

Diploma of Early Childhood Education and Care, and Bachelor of Education (Early Years).

CAREER PATHWAYS

With additional training and experience possible future career pathways may include work in:

- Early Childhood Educator
- Early Years Teacher
- Family Day Care Educator
- Kindergarten Assistant
- Nanny
- Outside School Hours Care Educator
- Playgroup Supervisor



VET CERTIFICATE III IN MUSIC

Certificate III in Music (Performance)

Students undertake a wide range of activities related to music performance including song writing, improvisation, developing repertoire, musicianship, accompaniment and group work, investigation of genre and development of stagecraft.

Certificate III in Music (Sound Production)

This course is a pathway for students into a career or further study embracing their passion for music and audio. It provides a broad basis of industry knowledge and skills that can be applied in multiple life and work experiences. Students work as a class and in small groups to complete practical projects, written work and computer tasks.

Students must successfully audition to be selected into this course.

Students complete scored assessments as part of the VCE and complete an end of year VCAA exam for Units 3 and 4.

FURTHER STUDY OPPORTUNITIES

- Certificate IV in Music Industry
- Diploma of Music Industry
- Advanced Diploma of Music Industry

CAREER PATHWAYS

With additional training and experience possible future career pathways may include work in:

- Musician
- Music Technician
- Singer
- Songwriter
- Stage Producer
- Music Editor
- Director
- Stage Manager
- Digital Audio Technician
- Sound Engineer
- Broadcaster
- Music Editor
- Sound and Lighting Technician



VET CERTIFICATE III IN SPORT AND RECREATION

The aim of the program is to provide specific skills and knowledge to work in the areas of sport and recreation. Leadership, organisational and specialist activity skills will be developed through theory and practical sessions.

Students complete scored assessments as part of the VCE and complete an end of year VCAA exam for Units 3 and 4.

• FURTHER STUDY OPPORTUNITIES

- Certificate III and IV in Sport and Recreation
- Certificate III and IV in Outdoor Recreation
- Certificate IV in Sport Officiating
- Certificate IV in Sport Coaching
- Certificate IV in Sport Development Diploma of Outdoor Recreation
- Diploma of Sport and Recreation Management
- Diploma of Sport Development
- University – Recreation Management, Human Movement, Sports Administration, Fitness Leadership, Outdoor Recreation, Physical Education Teaching

CAREER PATHWAYS

With additional training and experience possible future career pathways may include work in:

- Coach
- Sports Person
- Exercise Physiology
- Ranger
- Fitness Instructor
- Leisure/Recreation Officer
- Outdoor Education Instructor
- Aerobics/Fitness Instructor
- Personal Trainer
- Recreation Officer
- Community Sports Manager
- Sports Massage



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 offers 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 to 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 we must also ensure that external VET courses do not affect/ clash with your 2024 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.

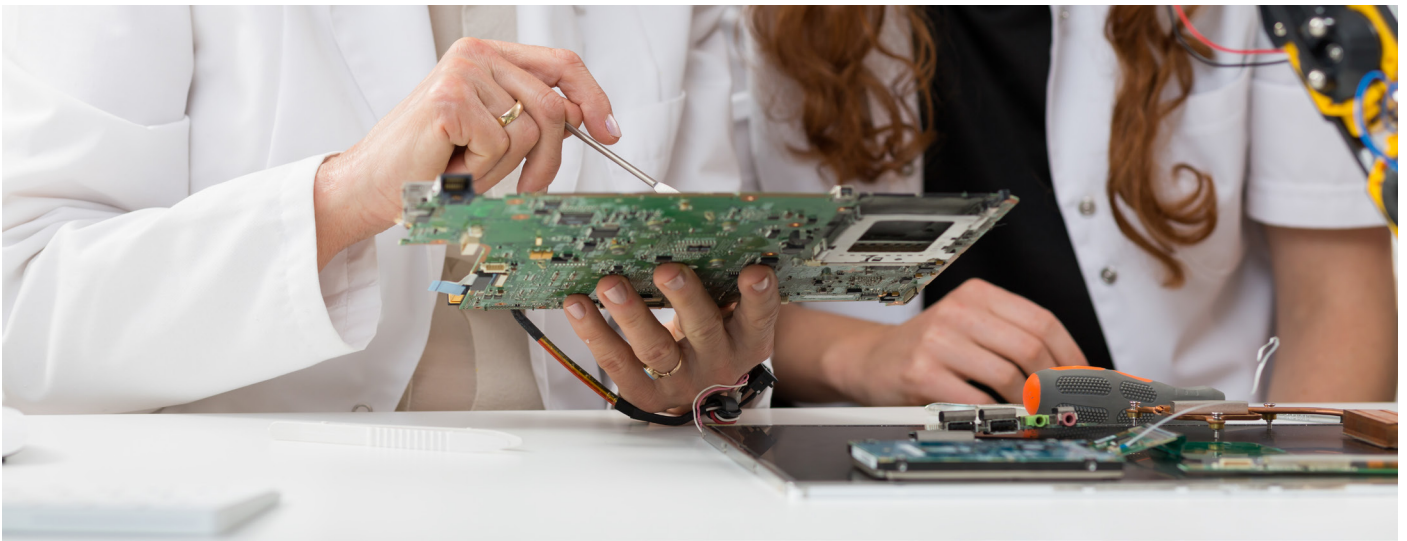
- Certificate II in Agriculture
- Certificate III in Allied Health Assistance
- Certificate II in Animal Care
- Certificate II in Applied Fashion Design and Technology
- Certificate II in Automotive Vocational Preparation
- Certificate II in Aviation (Remote Pilot)
- Certificate III in Beauty Services
- Certificate II in Building and Construction Pre-Apprenticeship (Bricklaying)
- Certificate II in Building and Construction Pre-Apprenticeship (Carpentry)
- Certificate III in Business
- Certificate II in Small Business
- Certificate III in Carpentry (SBAT)
- Certificate II/III in Community Services
- Certificate II in Conservation and Ecosystem Management
- Certificate II in Construction Pathways
- Certificate II in Creative Industries
- Certificate II/III in Dance
- Certificate III in Design Fundamentals
- Certificate II in Electrotechnology (Pre-Vocational)
- Certificate II in Engineering Studies
- Certificate II in Furniture Making Pathways
- Certificate II in Furniture Making Pathways/ Certificate II in Building & Construction Pre-Apprenticeship (Bricklaying & Carpentry)
- Certificate II in Horticulture
- Certificate II in Hospitality
- Certificate II in Cookery
- Certificate II in Integrated Technologies (Pre-Vocational)
- Certificate III in Laboratory Skills
- Certificate III in Make Up
- Certificate III in Music (Sound Production)
- Certificate III in Musical Instrument Making & Maintenance
- Certificate II in Permaculture
- Certificate II in Plumbing (Pre-Apprenticeship)
- Certificate III in Plumbing (SBAT)
- Certificate II in Salon Assistant
- Certificate III in Screen & Media (Multimedia or Games Development)
- Certificate III in Screen & Media (Video)
- 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:

- Certificate II in Agriculture
- Certificate III in Allied Health Assistance (Partial Completion)
- Certificate II in Animal Care
- Certificate II in Auslan
- Certificate III in Business
- Certificate III in Early Childhood Education and Care
- Certificate II in Electrotechnology (Pre-Vocational)
- Certificate II in Furniture Making Pathways
- Certificate II in Horticulture
- Certificate I in Work Education (Partial Completion)
- Certificate I in Transition Education (Partial Completion)



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.

PPE and/or Uniform Costs

There may be PPE and/or Uniform 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. PPE and/or Uniform 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 PPE and/or Uniform costs for the course are paid to HGC by the due date (to be advised for 2024 programs). We will not be able to confirm enrolment for students who do not pay the full materials cost by the due date.

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