YEAR 10 HANDBOOK
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Introduction

The purpose of this handbook is to support students and their families to select an appropriate course of study for Year Ten and beyond. We encourage students to begin to think about the next three years of school, and to choose subjects that reflect their passions, interests and possible pathways. Students entering Year 10 have the opportunity to select a VCE or VET subject, an option that offers students the opportunity to further deepen and extend their learning in both vocational and academic pathways.

To support students and their families to make their decisions, students will have an information session at school regarding the subject selection process on Monday 27th July. The student presentation will be made available to parents and students via Compass for repeat viewing. There will also be an opportunity for students and parents to submit questions. Families will also receive links to view presentations from the different Key Learning Areas regarding the electives offered in each area. Students should consider their decisions, and discuss their choices with their families before submitting subject selections.

Building Your Timetable
Students will have a course of core subjects that are required units of study in their timetable. To complement this core base of subjects, students have the choice from a range of elective subjects from across all of the school’s Key Learning Areas (KLA).

The following guidelines must be adhered to when choosing subjects.

Students are required to study a full year (four units) of both English and Mathematics. Students will have a choice over which Mathematics course they choose to study as their required subject.

Students will also be required to study one semester of a core Humanities and Science subject. This subject may take place in either semester. Students can study further Humanities and Science electives on top of these required courses.

It is not compulsory for a student to study an elective from the Arts, Technology, PASE or Languages Key Learning Areas.

Students can only study a maximum of eight units from the one KLA. This includes KLAs that have required (core) subjects.
Core Program

The table below outlines the core aspects of a student’s timetable and the remaining semesters that may be studied on top of the core program. The second table is a sample timetable of what a student may choose to study. It is for illustrative purposes only.

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Core English</th>
<th>Core Maths</th>
<th>Core Humanities</th>
<th>Elective:</th>
<th>Elective:</th>
<th>Elective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Two</td>
<td>Core English</td>
<td>Core Maths</td>
<td>Core Science</td>
<td>Elective:</td>
<td>Elective:</td>
<td>Elective:</td>
</tr>
</tbody>
</table>

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<tr>
<th>Semester One</th>
<th>Core English</th>
<th>Core Maths</th>
<th>Core Humanities</th>
<th>Elective: English - The Craft of Writing</th>
<th>Elective: VCE Units 1&amp;2 Business Management</th>
<th>Elective: Arts - Photography</th>
</tr>
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<tbody>
<tr>
<td>Semester Two</td>
<td>Core English</td>
<td>Core Maths</td>
<td>Core Science</td>
<td>Elective: History - Australians at War</td>
<td>Elective: VCE Units 1&amp;2 Business Management</td>
<td>Elective: Technology - Textiles B</td>
</tr>
</tbody>
</table>

The subject choices available to students are presented in the following pages. Firstly, they are organised by Key Learning Area in a graphic form, secondly through a subject-by-subject description which provides further detail as to what is involved and what is learned in each subject.

**Arts**
Students can choose up to four elective subjects per year, however these electives are not a compulsory part of a student’s program.

**Elective Subjects (2 Units)**
- Computer Arts
- Ceramics
- Drama
- Musical Performance
- Painting and Drawing
- Photography
- Theatre Studies
- Visual Communication Design

**VCE Subjects Available (4 Units)**
- VCE Art Units 1&2
- VCE Dance Units 1&2
- VCE Drama Units 1&2

**English**
Students will study core English as a requirement. Students will have the choice from elective subjects if they wish.

**Core Subject (4 Units)**
- Core English

**Elective Subjects (2 Units)**
- The Craft of Writing
- English Literature
### Humanities
Students will study a semester of core Humanities, and are free to choose a further three subjects from this KLA.

**Core Subjects (2 Units)**
- Core Humanities

**Elective Subjects (2 Units)**
- History - Australians at War
- Economics - Money Makes the World Go Round
- Accounting and Business - Financial Independence
- Geography - Are Our Environments Under Threat?
- Philosophy

**VCE Subjects Available (4 Units)**
- VCE Business Management Units 1&2

### Languages
Students who wish to continue their study of Indonesian or French can do so, however this is not a compulsory requirement.

**Elective Subjects (4 Units)**
- French
- Indonesian

### Mathematics
Students will study core Mathematics as a requirement. Students will have the choice from four options for their core mathematics study.

**Core Subject (4 Units)**
- Foundation Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

### Science
Students will study a semester of core Science, and are free to choose a further three subjects from this KLA.

**Core Subject (2 Units)**
- Core Science

**Elective Subjects (2 Units)**
- Chemistry
- Physics and Flight
- Psychology
- Zoology - Animal Biology

**VCE Subjects Available (4 Units)**
- VCE Biology Units 1&2

### PASE
Students can choose up to four elective subjects per year, however these electives are not a compulsory part of a student’s program.

**Elective Subjects (2 Units)**
- PE - My Body Systems (Boys, Girls, Mixed)
- PE - Fitness for Me (Boys, Girls, Mixed)
- Sports Coaching
- Sports Science

**Elective Subjects (4 Units)**
- EIS Basketball
- EIS AFL
- EIS Netball

**VCE Subjects Available (4 Units)**
- VCE Health & Human Development Units 1&2
- VCE Outdoor and Environmental Studies Units 1&2

### Technology
Students can choose up to four elective subjects per year, however these electives are not a compulsory part of a student’s program.

**Elective Subjects (2 Units)**
- Animation and Game Design
- Automotive Systems
- Biotech Solutions
- Cooking for Company
- Food and Culture
- Future Enterprisers
- Textiles
- 21st Century Computing
- Wood Technology
Additional Notes

Subjects in the areas of Arts and Technology with titles ending in A and B are not sequential. Therefore, students can study one, or both of the electives in any order throughout the year.

Students interested in applying for the ADP or EIS programs can look through the information below which outlines applications processes and other useful information.
Careers and Work Experience

The Careers programme aims to assist students to make informed decisions about career choices and choices for study. This programme assumes that our aim is met by students evaluating their personal strengths/weaknesses/interests/skills and then being aware of the range of options available to them. Parents and students are seen individually or in groups regarding career information subject choices and study skills.

Work Experience can be organised at negotiated times throughout the school year for students in Year 10. Students wishing to undertake Work Experience must speak to the Careers Practitioners to organise the necessary Work Experience Arrangements form and complete their Safe@Work Certificate.
Subject Costs

Some subjects incur an additional charge to cover costs. These subjects and approximate costs for 2021 are listed below.

PASE
Excellence in Sport: AFL $250
Excellence in Sport: Basketball $250
Excellence in Sport: Netball $250
Sport and Recreation $150
Outdoor Education- Semester 1 $350
Outdoor Education- Semester 2 $350

Technology
Food Technology $70
Automotive Technology $20
Wood Technology $20
Textiles $20

VET
Enrolment Fee all subjects $100
Acting - 1st Year $850
Acting - 2nd year $1,110
Agriculture $350
Allied Health $390
Animal Studies 1st Year $642
Animal Studies 2nd Year $848
Auto $500
Building - 1st Year $500
Building - 2nd Year $410
Early Childhood - 1st Year $490
Early Childhood - 2nd Year $375
Design $475
Electrical - 1st Year $565
Electrical - 2nd Year $495
Equine - 1st Year $1,240
Equine - 2nd Year $970
Hair/Salon Assistant $430
Horticulture $450
Hospitality - 1st Year $325
Hospitality - 2nd Year $450
IT $200
Make-Up $1,465
Music $165
Plumbing - 1st Year $440
Plumbing - 2nd Year $345
Sport $450
**OVERVIEW**

Computer Art is designed for students who want to extend their skills at designing and creating digital art. Students learn to create art and graphics in a number of different styles, using graphics software such as Adobe Photoshop. They investigate the work of both traditional and digital artists, and the way in which artworks are constructed. Students analyse the themes and principles in artworks, and evaluate the use of design principles in their own work.

**WHAT STUDENTS WILL LEARN**

Students will use photo and graphics software to create and edit art. They will complete a number of learning tasks to develop the skills needed for producing more complex works. As their skills develop, they will apply them to producing original work in their own style. They will create digital displays of their work for assessment.

Students will build up a collection of digital art, including photos, drawings, game art, and cartoons, and explore the purpose and meaning of the images. They will apply their understanding of design elements and principles to a better understanding of artworks, and to making their own work more effective.

**POSSIBLE FUTURE PATHWAYS**

Computer art can lead to further study in the visual arts, computer graphics, game design and multimedia.

Computer presentation skills will benefit students in a range of VCE subjects.

Possible links to VCE subjects include:
- Art
- Visual Communication
- Media
- Computing
- VCE VET Creative and Digital Media
10 Ceramics

OVERVIEW

Year 10 Ceramics further develops the student’s range of technical and creative abilities using clay.

Students will complete a folio of tasks, gradually building skills and competence from short exercises introducing new processes, towards students producing an independent major piece with a theme and process of their choice. They will be given the opportunity to produce their work on the pottery wheel.

For the major focus, students will make informed choices between functional (examples are cups, plates, bowls, vases, planters, fountains, luminaries and lanterns...) or sculptural pieces.

Students will also explore simple glass fusing and slumping using the ceramic kiln.

WHAT STUDENTS WILL LEARN

Skills include complex hand-building, slip mold casting and pottery wheel processes, exploring a range of surface decoration from painting techniques, slip trailing, print transfer to glaze and glass fusing technology.

Students will look at various sources of inspiration to explore and develop their own themes, concepts or ideas, specialising in their chosen ceramic building and decorating process. They will develop skills in planning and designing art works and keep a sketchbook documenting artistic practice - introducing design and folio processes necessary for VCE Arts and art/design industry.

POSSIBLE FUTURE PATHWAYS

This course encourages the development of critical and creative problem solving skills, project time management - both individual and collaborative. These are among the top industry sought skills in 2019.

It develops skills in folio building which is a skill required in a range of VCE subjects.

Possible links to VCE subjects include:
Art
Studio Art - Ceramics
Studio Art - Photography
Theatre Studies
Visual Communication
Media
VCE Art, VCE Studio Arts
10 Drama

OVERVIEW
This course enables students to participate in workshops that further explore conventions from a variety of pre-modern and modern performance styles. Students will use expressive skills to take on characters and roles that depict real and imagined worlds. They will work collaboratively and individually to create, rehearse, perform and respond using the elements of drama.

The Units of study are;

- Greek Theatre; It’s all a game of thrones
- Elizabethan Theatre; All the world’s a stage
- Slapstick and the Commedia dell’Arte
- Naturalism; keeping it real
- Theatre of the Absurd; how absurd!

WHAT STUDENTS WILL LEARN
Through practical workshops, students will explore the origins and development of drama and its influence on past and present societies. They will explore conventions associated with a variety or performance styles and respond to a range of stimulus to create and develop drama works both individually and collaboratively. Students will participate in discussions as well as critically evaluating their own work and the work of others.

POSSIBLE FUTURE PATHWAYS
Drama provides students with a range of interpersonal skills such as creative thinking, communication, confidence, problem-solving, teamwork, perseverance and the ability to accept feedback. Drama may also provide a pathway to other areas of study including

Possible links to VCE subject include:
- VCE Drama Unit 1/2
- VCE Theatre Studies Unit 1/2
- VET Acting (Screen) Certificate III
- VCE Classical Studies Unit 1/2
- VCE Media Unit 1/2
10 Musical Performance

OVERVIEW

This course is recommended for students who already play a musical instrument. Students will be immersed in workshops exploring elements of music, style and notation and will use aural skills to recognise aspects of music, such as pitch and rhythm sequences. Areas of study include:

MUSIC LANGUAGE
- Grand Stave
- Intervals
- Scales
- Chords

PERFORMANCE
- Solo Performance
- Group Performance

LIVE PERFORMANCE ANALYSIS
- Live Performance Audience Attendance
- Expressive Outcomes

WHAT STUDENTS WILL LEARN

Students will develop their skills in advanced music theory including the grand stave, intervals, scales and chords. They will develop and refine effective rehearsal techniques in order to perform solo and group performances in a range of forms and genres. Students will use their understanding of musical styles to interpret and analyse their own work and the work of others and will attend a professional live gig during the semester.

POSSIBLE FUTURE PATHWAYS

When students perform the works of other musicians, they develop skills in communicating and in working cooperatively, achieve creative outcomes. Through analysing and responding to the work of other musicians, students also develop a knowledge of music, skills in critical thinking and greater confidence in written and oral expression. The study of year 10 Music may also provide links to further study in:

Possible links to VCE subjects include:
- VCE Music Unit 1/2
- VCE Drama 1/2
- VET Music Performance
10 Painting and Drawing

OVERVIEW
Painting and Drawing is designed for students who want to extend their creative thinking and practical skills. Students learn how to apply a range of drawing and painting media in various tasks. They are encouraged to experiment and explore a range of practical approaches in order to develop a personal style. They continue to develop art language and start to develop the ability to discuss meanings and messages in order to develop an opinion on a range of art styles and issues.

WHAT STUDENTS WILL LEARN
Students will complete a range of painting and drawing tasks and use the Art process to develop skills in folio building. They will develop individual ways of working and learn how to solve design problems through exploration and research.

They will develop the ability to analyse artworks using the design elements and principles in order to interpret meanings and messages. They will discuss a range of artworks and look at how art has influenced culture and raised questions within society.

POSSIBLE FUTURE PATHWAYS
Painting and drawing is a good base for students who wish to continue to develop creative thinking and problem solving skills.

It develops skills in folio building which is a skill required in a range of VCE subjects.

Possible links to VCE subjects include:
Art
Studio Art
Theatre Studies
Visual Communication
Media
10 Photography

OVERVIEW

Year Ten Photography is designed for students who want to explore the creative possibilities of digital photography. The focus is on the use of the digital SLR camera with an additional special emphasis on studio lighting. Students learn how to adapt cameras to suit a range of conditions in order to develop styles and communicate points of view about a range of subject matter. Cameras are provided and access to the school photographic studio is encouraged.

WHAT STUDENTS WILL LEARN

Students use a sketchbook to record and develop ideas for photographic works. They research the development of photography from its humble beginnings and up to the present day, in order to gain insight into the function of photography as a catalyst for visual culture across two centuries. They explore the capacity of software to enhance and modify raw photographic sources. They learn to apply methods of photographic composition to refine images, first in short assignments, and then in more involved creative projects as their skills develop.

POSSIBLE FUTURE PATHWAYS

Photography provides an excellent starting point for further study in folio based subjects and initiates the accumulation of a body of work. This is a great asset when applying for courses in post-secondary education.

Possible links to VCE subjects include:
Art
Studio Art
Theatre Studies
Visual Communication
Media

These studies then lead into such areas as Photojournalism, Graphic Communication, Fine Art, Architecture and Game Design at University level.
10 Theatre Studies

OVERVIEW

This course allows students to think, move, speak and act with confidence. Through the interpretation of scripts and staging drama, they will learn how to be focused, innovative and resourceful, while collaborating and taking on responsibilities for theatre presentations. Students will develop a sense of inquiry and empathy by exploring the diversity of theatre from a range of cultural and historical contexts.

The areas of study include:
- Theatre styles
- Production roles
- Theatre production processes
- Analysing and evaluating performance work

WHAT STUDENTS WILL LEARN

Students will explore a variety of theatre styles to assist students in their interpretation of plays and script extracts. They will engage in practical workshops to examine the production roles of acting, directing and designing, bringing a script to life on the stage. Students will learn to critically evaluate their own work and the work of others, including professional performances.

POSSIBLE FUTURE PATHWAYS

Theatre Studies provides students with a range of interpersonal skills such as creative thinking, communication, confidence, problem-solving, teamwork, perseverance and the ability to accept feedback. Theatre Studies is also a good base for students who have a keen interest in the design aspects of performance and may provide a pathway to other areas of study including

Possible links to VCE subjects include:
- VCE Theatre Studies Unit 1/2
- VCE Drama Unit 1/2
- VCE Media Unit 1/2
- VCE Studio Arts (ceramics) Unit 1/2
- VCE Product Design and Technology (fashion/textiles) Unit 1/2
- VCE Product Design and Technology (wood) Unit 1/2
ARTS CURRICULUM

10 Visual Communication Design

OVERVIEW
Students build on their knowledge of how designers communicate ideas with a specific purpose, to a targeted audience, using different visual communication design practices both hand drawn and digital. They refine their personal aesthetic through their development of knowledge, understanding and skills in making and responding to visual communications. Students reflect on the contribution of visual communication designers to various historical and cultural design movements. They adapt ideas and practices from selected designers and use them to inform their own use of aesthetics when producing a range of visual communications. Students extend their understanding of safe practices and their understanding of the roles of visual communication designers and their audience in sustainability practices. Students choose to use sustainable materials, media, methods and technologies when making visual communications.

WHAT STUDENTS WILL LEARN
Students develop skills in various drawing methods, including perspective and isometric.

Students use various drawing methods to create generate, develop and refine visual communication presentations in response to a brief.

Students develop an understanding of different fields of design, communication, industrial and environmental fields.

POSSIBLE FUTURE PATHWAYS
Visual Communication is a good base for students who wish to continue to develop creative thinking and problem solving skills.

It develops skills in design and folio building which is a skill required in a range of VCE subjects.

Possible links to VCE subjects include:
Art
Studio Art
Theatre Studies
Visual Communication
Media
OVERVIEW

In this unit students examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They develop art making skills using the art process and learn how to analyse and interpret artworks through discussing and writing about artworks. Students use the Art process to create finished artworks and develop unique and personal ways of expressing their opinions and interests through creating and responding to artworks. The course is underpinned by four Art frameworks that guide the discussion and creation of artworks.

The frameworks are as follows-
Structural Framework which covers all the structural elements of artworks.
Personal framework which looks at personal influences and approaches.
Cultural framework which covers social cultural and historical elements of artworks and Contemporary framework which addresses contemporary approaches to artworks and the role of art in that questions or raises issues within society.

WHAT STUDENTS WILL LEARN

Artworks and meaning
Students use the Structural and Personal frameworks to interpret the meanings and messages of a range of artworks and analyse the viewers personal interpretation and that of the artist.

Art making and meaning
Students are encouraged to develop and apply skills while exploring areas of individual interest to create artworks. Students undertake a range of experiences that offer different ways of working and develop an understanding about how to use the art process.

Contemporary artworks and culture
Students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies for and in which it was created. Particular emphasis is placed on the influence of contemporary materials, techniques, ideas and approaches to making and presenting artworks. Students explore and investigate the ways in which the world has changed and continues to change over time.

Art making and contemporary culture
Students explore areas of personal interest related to culture and contemporary practices. They use the art process and experiment with visual language to develop, present and document their ideas. They explore a range of artistic approaches using the art process and create artworks their process is documented and annotated in a visual diary.

POSSIBLE FUTURE PATHWAYS

Unit 1/2 Art leads into Unit 3/4

There are folio building skills and terminology covered in Unit 1/2 Art that can also be used in Unit 3/4 Studio Art.

Art develops creative thinking and problem solving skills that are transferable into many different pathways for students including the following.

Areas which students may be led to following the study of Art include:
Visual Arts Courses
Design
Fine Art courses

VCAA STUDY DESIGN

OVERVIEW

In Unit 1/2 Drama, students are introduced to creative processes, a range of stimulus material and play-making techniques to develop and present characters in devised work.

Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, aspects of Australian identity and contemporary drama practice.

Students also learn about the work of significant drama practitioners from a range of cultural and historical contexts.

This subject may be selected by year 10 students.

WHAT STUDENTS WILL LEARN

Creating a devised performance
Students will apply a range of play-making techniques in order to devise ensemble and solo performances that use a variety of stimulus material as a starting point.
Students will document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

Presenting a devised performance
Students will manipulate expressive and performance skills in the presentation of characters in devised ensemble and solo performances.

Analysing a devised performance
Students will analyse and critically evaluate the development and presentation of their own devised ensemble and solo performances.

Analysing a professional drama performance
Students will analyse the presentation of ideas, stories and characters in professional drama performances. (Please note there will be an added cost for this)

POSSIBLE FUTURE PATHWAYS

VCE Drama students develop an appreciation of drama as an art form through their work as solo and ensemble performers. They develop skills of communication, criticism, aesthetic understanding and aesthetic control.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts.

The study of Unit 1/2 Drama may lead students to the study of Unit 3/4 Drama and/or Theatre Studies. It may also provide pathways to training and tertiary study in the film, television, theatre and radio industries such as:

Areas which students may be led to following the study of Drama include:
Acting
Directing
Theatre-making
Script writing
Media communication
Drama criticism

VCAA STUDY DESIGN

10 English ADP

OVERVIEW

Year 10 English ADP builds on the skills from previous English courses in order to analyse texts and media sources at a complex level. Students investigate the importance and significance of written, visual and spoken language, both in the sporting industry and more general context. They respond to set texts both creatively and analytically and learn to both analyse and develop arguments in a sporting media context.

WHAT STUDENTS WILL LEARN

Students will learn the difference between human and animal language. They investigate the importance of sentence structure and the way language has evolved and changed throughout history.

Students study a set text and develop skills to respond to it both creatively and analytically. Students investigate the themes, characters and literary devices of a novel, as well as the intended message the author is imparting.

Students draw on the skills developed in Reading and Responding in order to compare two set texts.

Students learn about the effect of language choices, through both an essay analysing the use of language in a given source, as well as their own sports media presentation.

POSSIBLE FUTURE PATHWAYS

Year 10 English ADP links to all three of the VCE English courses available, as well as building written and communication skills relevant to life outside of school.

Possible links to VCE subjects include:

- English
- English Language
- Literature
10 The Craft Of Writing

OVERVIEW
Designed to extend and inspire students with a passion for writing, The Craft of Writing is a space where students can dedicate themselves to a range of writing projects. Students will be exposed to a range of writing styles and genres. Whilst most tasks are creative in form, there is scope for students to explore more technical forms of writing also.

WHAT STUDENTS WILL LEARN
Students will engage deeply with the writing process, replicating the way in which authors make decisions about their audience, purpose, genre and form.

They will develop their ability to plan their writing pieces and manage the drafting and editing process as they move their writing from an idea to a final composition and publication.

Students will be encouraged to develop their unique voice, finding space to explore their perspectives through the written word.

POSSIBLE FUTURE PATHWAYS
The completion of The Craft of Writing links to the study of the English group subjects in senior school.

Possible links to VCE subjects include:

- English
- Literature
- English Language
10 English Core

OVERVIEW

Year 10 English Core builds on the skills built in previous English courses in order to analyse texts and media sources at a complex level. Students investigate the importance and significance of language in a variety of contexts, written, visual and spoken. They respond to set texts both creatively and analytically and learn to both analyse and develop arguments.

WHAT STUDENTS WILL LEARN

Students learn the difference between human and animal language. They investigate the importance of sentence structure and the way language has evolved and changed over history.

Students study a set text and develop skills to respond to it both creatively and analytically. Students investigate the themes, characters and literary devices of a novel, as well as the intended message the author is imparting.

Students draw on the skills developed in Reading and Responding in order to compare two set texts.

Students investigate the effect of language choices, through both an essay analysing the use of language in a given source, as well as their own persuasive oral presentation.

POSSIBLE FUTURE PATHWAYS

Year 10 English Core links to all three of the VCE English courses available, as well as building written and communication skills relevant to life outside of school.

Possible links to VCE subjects include:

- English
- English Language
- Literature
OVERVIEW
Explore other worlds. Other people. Other experiences. Consider how authors construct these worlds and hold the power to create meaning. Literature at Year 10 is an opportunity for students to experience a focused literature class, similar to that which are offered at VCE. This course is designed for students who enjoy the reading of texts and the analysis of authors and the contexts in which texts are written. Students will consider different styles and forms of writing, focusing on how novels and other forms of literature are crafted.

WHAT STUDENTS WILL LEARN
Students will learn how to read texts critically, responding creatively and reflectively to the ideas and concerns of texts.

They will reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture.

Students inquire into the ways readers may arrive at differing interpretations about a text and the grounds on which they are developed.

POSSIBLE FUTURE PATHWAYS
The completion of Year 10 Literature links to the study of the English strands in senior school.

Possible links to VCE subjects include:

- Literature
- English
OVERVIEW

This subject is designed to continue to develop students’ curiosity and imagination in relation to Humanities, with a focus on the Australian society between 1919 until present. It will promote the understanding of events, movements and developments that have shaped Australian society in the Twentieth Century and their continuing impacts today, including major sporting events and developments.

This subject equips students for the world in which they live and enhances students’ appreciation of Australian History and Australia’s position in the Asia-Pacific region, and our global relationships and environmental issues.

WHAT STUDENTS WILL LEARN

Students will focus on the Australian experience and perspective of war, with key topics including the interwar years, the Olympic Games, the Kokoda Track campaign, the experience of Prisoners of War and women’s roles during World War Two. This subject will also look at the changes in Aboriginal and Torres Strait Islander civil rights. It will also look at the changing nature of sports in Australia and the connection sport has with society. Students may also investigate the connection between a changing climate and what this could mean for sport in the future, with a focus on using geographical skills to develop an understanding.

Students will continue to develop their historical skills by identifying the causes and consequences of events, using primary and secondary resources to evaluate the historical significance of events and evaluating different historical interpretations on events.

POSSIBLE FUTURE PATHWAYS

Students will acquire inquiry and critical thinking skills that will assist in the formation of arguments.

Possible links to VCE subjects include:
English
History
Philosophy
Global Politics
Geography
Legal Studies
10 Economics - Money Makes The World Go Round

OVERVIEW
Students will develop an understanding of micro and macro economics, with a focus on setting up the skills and knowledge to assist students with VCE Economics. Students will develop a basic understanding of how resources are allocated to best satisfy societies living standards and why the government intervenes in the economy.

WHAT STUDENTS WILL LEARN
Students will begin by looking at how demand and supply, via the price mechanism, is used to allocate resources (microeconomics) and then move on to living standards and how economic activity impacts on output, employment and incomes.

Students will investigate why and how the government intervenes in the economy and focus on the Global Financial Crisis. Finally, we look at North Korea as a command economy and evaluate how various economic models are likely to impact on living standards.

POSSIBLE FUTURE PATHWAYS
This subject will set students up with the skills and knowledge required for studying Economics in VCE, which in turn links to further study and employment in high paying sectors of the economy.

Possible links to VCE subjects include:
- Economics
- Accounting
- Business Management
- Philosophy
- Geography
- Global Politics
OVERVIEW

This subject is designed to empower students to be financially independent and provide them with essential accounting, business and general life skills. Financial Independence is a space where students will learn a range of skills and knowledge that relate to employment, managing and investing their money and the basics of business.

WHAT STUDENTS WILL LEARN

Students will explore their employment opportunities, developing skills such as goal setting and resume writing. Students will consider the qualifications and behaviours required for an enterprising business environment.

Students will learn how to maximise the value of their earnings, with a focus on money management and accounting skills such as budgeting and compound interest. Topics studied include buying a car, superannuation, investing in property, and the sharemarket.

The process of starting a small business, including the allocation and distribution of resources, cost-benefit analysis, and the links between risk and reward will be considered. Students will look at the nature of innovation and why businesses need to create a competitive advantage, along with discussing ways that this may be achieved and the implications this has for individuals, businesses and the economy.

POSSIBLE FUTURE PATHWAYS

This elective will suit students who are aiming to do well in Business, Accounting or Economics in VCE, given the topics covered and the skills learnt.

Students will acquire several life skills that will assist them in their life post school.

Possible links to VCE subjects include:
Business Management
Accounting
Economics
OVERVIEW

By 2050, it is estimated there will be more plastic in our oceans than fish, by weight. This is just one example of environmental change cause by humans.

This subject will suit students who are concerned for the health of our planet and engage them in considering current issues such as climate change and marine pollution. Students will consider how people interact with the natural environment and cause environmental change. They will also propose solutions to effectively manage these changes for a sustainable future.

WHAT STUDENTS WILL LEARN

Students will investigate climate change and consider the existing debate surrounding this issue. Through an analysis of the evidence, students will form and present their own opinion, using a creative medium.

Students will also learn about our oceans, understanding how they are interconnected through currents and how humans are causing change in the marine environment. Specifically, students will consider the plastic problem and suggest ways to address the current plastic crisis.

Geographical skills such as collecting and interpreting geographical data, and analysing maps and statistics will be developed throughout this subject.

POSSIBLE FUTURE PATHWAYS

This elective assists students in engaging with current issues, and developing critical thinking and analytical skills.

Possible links to VCE subjects include:

- Geography
- Global Politics
- Environmental Science
OVERVIEW

The study of Philosophy is designed to encourage students to develop their skills in critical and rational thinking and in constructing and evaluating arguments. Philosophy is primarily concerned with questions on ethics and morals, knowledge and metaphysics.

Students will have frequent opportunities in this class to share their views with peers and to participate in debates.

WHAT STUDENTS WILL LEARN

Students will learn to think critically, to evaluate arguments and viewpoints effectively and to justify their own views and opinions. Students learn logic terminology such as: what an argument is, how to form an argument and how to evaluate an argument.

Students will also be able to explore key philosophical topics, including: logic and reasoning, ethics, morals, metaphysics, artificial intelligence.

POSSIBLE FUTURE PATHWAYS

The elective focuses on skills that may assist students in English, through the formation of arguments and through developing critical thinking.

Possible links to VCE subjects include:

- Philosophy
- Global Politics
- English
- Psychology
- History
10 History - Australians at War

OVERVIEW
This subject is designed to continue to develop students’ curiosity and imagination in relation to History, with a focus on the Australian experience of war in the Pacific during World War Two and during the Vietnam War. It will promote the understanding of events, movements and developments that have shaped Australian society in the Twentieth Century and their continuing impacts today.

Australians at War is taught within a world history approach. This equips students for the world in which they live and enhances students’ appreciation of Australian History and Australia’s position in the Asia-Pacific region, and our global relationships.

WHAT STUDENTS WILL LEARN
Students will focus on the Australian experience and perspective of war, with key topics including the bombing of Pearl Harbour and our defence links with the United States of America, the Kokoda Track campaign and the experience of Prisoners of War. Students will also consider the Australian experience during the Vietnam War, our continuing links to the United States of America and the continuing impacts of this event on society.

Students will continue to develop their historical skills by identifying the causes and consequences of events, using primary and secondary resources to evaluate the historical significance of events and evaluating different historical interpretations on events.

POSSIBLE FUTURE PATHWAYS
This elective will suit students who are passionate about history.

Students will acquire inquiry and critical thinking skills that will assist in the formation of arguments.

Possible links to VCE subjects include:
English
History
Philosophy
Global Politics
10 Humanities Core

OVERVIEW
The focus of this subject is WWII and Rights and Freedoms. Through the lens of these topics, students will be exposed to skills and knowledge from a range of Humanities discipline areas, including History, Economics, Philosophy, Civics and Citizenship and Philosophy.

WHAT STUDENTS WILL LEARN
Students will analyse the cause and effects of WWII, focusing on the events and experiences of those in Europe. They will consider the significance of the Great Depression and develop their economic thinking around the role of the government and indicators of economic performance. They will develop their ability to think critically and develop a moral argument.

Students will also consider the Civil Rights movement, including significant historical events for Indigenous Australia and the importance of the United Nations Declaration of Human Rights. They will develop an understanding of the key features of the Australia court system and consider indicators of human wellbeing and the inequalities that exist in outcomes for Indigenous Australians. Students will analyse and evaluate data and spatial distribution patterns.

POSSIBLE FUTURE PATHWAYS
Possible links to VCE subjects include:
- English
- History
- Philosophy
- Global Politics
- Economics
- Geography
VCE Business Management Units 1&2 (Year 10)

OVERVIEW

VCE Business Management follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business.

In Unit 1, students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

In Unit 2, students examine the legal requirements that must be satisfied to establish a business. Students investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing.

This subject may be selected by Year 10 students.

WHAT STUDENTS WILL LEARN

The Business Idea
Students investigate how and why business ideas are created and explain the methods by which a culture of entrepreneurship may be fostered in a nation. Students conduct an interview with a business owner and apply their knowledge in a written report.

External and Internal Environments of Business
Students will study the external and internal factors which impact business planning. Students will plan their own business, writing a business plan and running this business on Market Day.

Financial and Legal Considerations
Students will consider the importance of complying with laws and maintaining accurate financial recording keeping when establishing a business.

Marketing
Students will study marketing strategies used by businesses to establish a customer base and marketing presence. Students will develop, write and present their own Marketing Pitch on a business scenario.

Staffing Requirements
Students will evaluate the staffing needs of businesses; examining case studies which highlight the costs and benefits of various management strategies.

POSSIBLE FUTURE PATHWAYS

Business Management fosters enterprising behaviours, interpersonal, collaborative, and negotiating skills that are transferable into life, work and business situations.

Areas which students may be led to following the study of Business Management include:

Marketing
Advertising
Human Resource Management
Commerce
Economics
Education
Business Ownership

VCAA STUDY DESIGN

VCE Legal Studies Units 1&2 (Year 10)

OVERVIEW

VCE Legal Studies examines the institutions and principles which are essential to Australia’s legal system. In Unit 1/2, students develop an understanding of the rule of law, lawmakers, key legal institutions, rights protection in Australia, and the justice system.

Students become active and informed citizens through gaining valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system.

Students are required to research and analyse legal information and apply legal reasoning and decision-making skills to solve legal problems.

This subject may be selected by Year 10 students.

WHAT STUDENTS WILL LEARN

Legal Foundations
Students will investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

The Presumption of Innocence
Students will develop an appreciation of the way in which legal principles and information are used in making reasoned judgements and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Civil Liability
Students will explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law in given scenarios.

Sanctions
Students will explain key concepts in the determination of a criminal case. Through an investigation of two criminal cases, students discuss the principles of justice in relation to criminal cases, sanctions and sentencing approaches.

Remedies
Through an investigation of two civil cases, students will explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.

Rights
Students will evaluate the ways in which rights are protected in Australia, compare this approach with another country’s approach and discuss the impact of an Australian case on the rights of individuals and the legal system.

POSSIBLE FUTURE PATHWAYS

Legal Studies enables students to become active and informed citizens and fosters critical thinking skills.

Areas which students may be led to following the study of Legal Studies include:

Law
Law enforcement
Immigration
Education
Social work

VCAA STUDY DESIGN

10 French

OVERVIEW
Designed to further develop students' ability to communicate in French, as well as their understanding of French culture, Year 10 French is a full year elective and cannot be selected as a single semester unit.

Students will continue to build on prior knowledge of vocabulary and grammar. They will interact to exchange information and opinions on topics related to their experience and issues of interest to young people. Through studying films, songs and a range of authentic texts, students will deepen their understanding of and appreciation for French history and culture.

WHAT STUDENTS WILL LEARN
Year 10 French focuses on students developing the skills to share ideas and express opinions in French and to write and understand a variety of texts in French.

Students will explore Paris, as well as learning about other French-speaking countries. They will compare and contrast aspects of life in French-speaking countries with those in Australia, identifying similarities and differences.

Students will also learn how to ask for and give advice, reflect on their childhood and look to the future, focusing on career plans and environmental issues. Through studying films, songs and a range of authentic texts, students will deepen their understanding of and appreciation for French history and culture.

POSSIBLE FUTURE PATHWAYS
This elective is only available to students who have studied Year 9 French.

It will suit students who have enjoyed learning French in Year 9 and are keen to develop their skills in the language.

It may also suit students who are aiming to do well in VCE, given that the study of a language at VCE level can lead to bonus points on ATAR scores.

Possible links to VCE subjects include: French.
10 Indonesian

OVERVIEW

Designed to further develop students’ ability to communicate in Indonesian, as well as their understanding of Indonesian culture, Year 10 Indonesian is a full year elective and cannot be selected as a single semester unit.

Students will continue to build on prior knowledge of vocabulary and grammar. They will interact to exchange information and opinions on topics related to their experience and issues of interest to young people. Through studying films, songs and a range of authentic texts, students will deepen their understanding of and appreciation for Indonesian history and culture.

WHAT STUDENTS WILL LEARN

Year 10 Indonesian focuses on students developing the skills to share ideas and express opinions in Indonesian and to write and understand a variety of texts in Indonesian.

Students will explore a variety of modern and traditional entertainment forms and their role in and importance to Indonesian daily life. They will compare and contrast aspects of life in Indonesia with those in Australia, identifying similarities and differences.

Students will also learn about travelling in Indonesia, with a particular focus on ecotourism. Through studying films, songs and a range of authentic texts, students will deepen their understanding of and appreciation for Indonesian culture.

POSSIBLE FUTURE PATHWAYS

This elective will suit students who have enjoyed learning Indonesian in Year 9 and are keen to develop their skills in the language.

It may also suit students who are aiming to do well in VCE, given that the study of a language at VCE level can lead to bonus points on ATAR scores.

Possible links to VCE subjects include: Indonesian (Second Language.)
OVERVIEW
This subject covers a wide range of fundamental mathematical skills. Students will develop their ability to work with numbers in real world situations through investigating everyday examples of mathematics and theoretical applications. Students will be required to use their CAS calculator to perform calculations and analyse data.

WHAT STUDENTS WILL LEARN
Students will build on a range of mathematical and problem solving skills developed through their previous studies of mathematics. The students will be engaged in a range of tasks relating to real world and theoretical scenarios.

Students will complete examinations, analysis tasks and concept testing on matrices, algebra and equations, linear graphing, statistics, trigonometry, measurement, financial arithmetic and sequences.

Students will also engage in a homework program during terms 2 and 4 to assist them in studying for the exams at the end of each semester.

POSSIBLE FUTURE PATHWAYS
Year 10 General Mathematics directly leads to Unit 1/2 General Mathematics.
10 Mathematical Methods

OVERVIEW

This subject caters for students seeking more challenging mathematical concepts. Students will cover topics from the three strands of mathematics; Number and Algebra, Measurement & Geometry, and Probability & Statistics. Mathematical Methods focuses heavily on Number and Algebra.

WHAT STUDENTS WILL LEARN

Students will build on their number and algebra skills through topics such as index laws, surds, coordinate geometry, and quadratic functions. Students will develop a proficient ability to manipulate numbers, and construct various graphs; linear, exponential, trigonometric, and parabolic. Students will apply trigonometry to scenarios involving angles of elevation and depression. Students will calculate probabilities using Venn and tree diagrams.

POSSIBLE FUTURE PATHWAYS

This subject supports the thinking that is needed in Mathematical Methods. Students do have the opportunity to complete another level of Mathematics at VCE.

Possible links to VCE subjects include:

- General Mathematics
- Mathematical Methods
- Specialist Mathematics
OVERVIEW

Students will review their own understanding of numeracy to provide solutions to practical situations of everyday life. This course is a ‘back to basics’ pathway, so that students can be confident and proficient using numbers in everyday situations and can be successful in making decisions that involve number sense.

Note: Students require teacher recommendation to be accepted into this course.

WHAT STUDENTS WILL LEARN

Students will be able to develop their number, statistic and measurement & geometry skills completing a range of tasks that relate to real world applications.

Students will engage and be assessed in different tasks which could include, planning an overseas travel adventure, catering for a surprise birthday party, designing a dream home, competing in a classroom olympics and investigating the general upkeep of a car.

POSSIBLE FUTURE PATHWAYS

Successful completion of this course will allow students to continue onto Foundation Mathematics at Year 11 (VCAL).
10 Specialist Mathematics

OVERVIEW
Specialist Mathematics covers the following topics: Linear Algebra, Simultaneous Equations, Co-ordinate Geometry, Real numbers, Quadratic Expressions, Quadratic Graphs, Exponentials, Pythagoras’ Theorem and Trigonometric Functions and Statistics. This mathematical course is designed to extend students beyond the expected level at Year 10, challenging students to learn concepts and apply and engage in content with real life and pure mathematical situations.

Note: Students require teacher recommendation to be accepted into this course.

WHAT STUDENTS WILL LEARN
Students will be required to learn concepts at and beyond the Year 10 level. They complete class work, topic tests, homework tasks and analysis and learning tasks. These tasks involve major reports and necessitate an ability to evaluate a task, demonstrating high levels of comprehension of the problem, along with the ability to choose an appropriate problem solving and modelling strategy to effectively solve complex mathematical situations. The course consists of regular homework tasks which review content taught in class time, enabling students multiple exposures to the content’s differing concepts. Students will complete both summary book and CAS technology supported examinations, along with non CAS technology supported and summary book examinations.

POSSIBLE FUTURE PATHWAYS
The successful completion of Specialist Mathematics at Year 10 allows students to continue with Specialist Mathematics at VCE. If this is the student’s choice, they will also be required to study Mathematical Methods at the VCE level. Students do have the option to pursue their mathematical studies in the VCE area of Mathematical Methods only.
OVERVIEW
The Year 10 ADP subject allows students to continue on with their Strength and Conditioning training within the program. Students will complete 3 periods a week of strength and conditioning, along with 2 periods of health work based around introducing students to the concepts covered in VCE Physical Education.

WHAT STUDENTS WILL LEARN
Strength and Conditioning
Having developed the foundational movement patterns in Year 9, Strength & Conditioning sessions will now take a Sport Specific Program (SSP) approach implementing different training principles specific to the students chosen sport. Students will also be required to take on leadership within the designing of their programs at different stages.

Theory work
Over the year, students will complete the same concepts that are covered in the Fitness for Me and My Body Systems units. This includes developing an understanding of the different body systems and how they are used in sport along with developing an understanding of the theory behind improving sport performance.
Given what is covered in this subject, students should not select Fitness for Me or My Body Systems are other electives.

POSSIBLE FUTURE PATHWAYS
The content that is covered over the year is a fantastic lead in to VCE Physical Education.
OVERVIEW

This subject contains both a theoretical and practical aspect. In the theory setting, students will develop a detailed understanding of the muscular, skeletal, cardiovascular, and respiratory systems. Students will also participate in practical sessions which will provide the students with an opportunity to participate in a range of physical activities.

Please note that only one Body Systems (10PBM, 10PBG, 10PBB) elective can be picked.

*This subject is not available to ADP students.

WHAT STUDENTS WILL LEARN

Through a variety of theory and practical lessons, students will explore how the systems work together during sport, training, and everyday life. They will also investigate common injuries or diseases that effect the functioning of these systems.

POSSIBLE FUTURE PATHWAYS

Students that desire to undertake Physical Education in VCE will benefit from having a knowledge of the body systems. Unit 1: Body Systems in Motion, Unit 3: Movement Skills for Movement and Physical Activity, Unit 4: Training to Improve Performance.
OVERVIEW

This subject contains both a theoretical and practical aspect. In the theory setting, students will develop a detailed understanding of the muscular, skeletal, cardiovascular, and respiratory systems. Students will also participate in practical sessions which will provide the students with an opportunity to participate in a range of physical activities.

Please note that only one Body Systems (10PBM, 10PBG, 10PBB) elective can be picked.

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OVERVIEW

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Please note that only one Body Systems (10PBM, 10PBG, 10PBB) elective can be picked.

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WHAT STUDENTS WILL LEARN

Through a variety of theory and practical lessons, students will explore how the systems work together during sport, training, and everyday life. They will also investigate common injuries or diseases that effect the functioning of these systems.

POSSIBLE FUTURE PATHWAYS

Students that desire to undertake Physical Education in VCE will benefit from having a knowledge of the body systems. Unit 1: Body Systems in Motion, Unit 3: Movement Skills for Movement and Physical Activity, Unit 4: Training to Improve Performance.
10 EIS Basketball

OVERVIEW
The Excellence in Sport Basketball Program at Lilydale High School is an athlete centred program that aims to provide an individualised performance framework to support development towards becoming elite junior and senior basketball players. Our coaching staff bring a wealth of knowledge and experience, with the aim of encouraging and nurturing elite performance standards and behaviours consistent with achieving personal academic and athletic goals.

Please be aware there is a cost associated with the EIS Program. $250 for the first year in the program and $150 for any subsequent years.

WHAT STUDENTS WILL LEARN
Our program structure is dynamic in nature and consists of a variety of specific basketball related components. These sessions are planned and implemented to ensure our athletes are taught progressively with a significant focus on skill isolation, before introducing these elements in game like scenarios. The areas we focus significantly on include: Skill Development, Offensive and Defensive Structures and Strength and Conditioning.

POSSIBLE FUTURE PATHWAYS
Students can continue with the Excellence in Sport program in Year 11 and 12, which runs alongside Sport and Recreation. Students will also leave the program with an understanding of how to maintain a healthy lifestyle through regular involvement in physical activity in sporting environments. This may also lead them to further study in the field of Unit 1 and 2 VCE Physical Education.
OVERVIEW

The Excellence in Sport AFL Program is an athlete centred program that aims to provide an individualised performance framework to support development towards becoming elite junior and senior AFL players. Our coaching staff bring a wealth of knowledge and experience, with the aim of encouraging and nurturing elite performance standards and behaviours consistent with achieving personal academic and athletic goals.

Boys looking to choose this subject should use the code 10PEFB. Girls looking to choose this subject should use the code 10PEFG.

Please be aware there is a cost associated with the EIS Program. $250 for the first year in the program and $150 for any subsequent years.

WHAT STUDENTS WILL LEARN

The program structure is dynamic in nature and consists of a variety of specific AFL related components. These sessions are planned and implemented to ensure our athletes are taught progressively with a significant focus on skill isolation, before introducing these elements in game like scenarios. The areas we focus significantly on include: Skill Development, Offensive and Defensive Structures and Strength and Conditioning.

POSSIBLE FUTURE PATHWAYS

Students can continue with the Excellence in Sport program in Year 11 and 12, which runs alongside Sport and Recreation. Students will also leave the program with an understanding of how to maintain a healthy lifestyle through regular involvement in physical activity in sporting environments. This may also lead them to further study in the field of Unit 1 and 2 VCE Physical Education.
OVERVIEW
The Excellence in Sport Netball Program is an athlete centred program that aims to provide an individualised performance framework to support development towards becoming elite junior and senior netball players. Our coaching staff bring a wealth of knowledge and experience, with the aim of encouraging and nurturing elite performance standards and behaviours consistent with achieving personal academic and athletic goals.

Please be aware there is a cost associated with the EIS Program. $250 for the first year in the program and $150 for any subsequent years.

WHAT STUDENTS WILL LEARN
Our program structure is dynamic in nature and consists of a variety of specific netball related components. These sessions are planned and implemented to ensure our athletes are taught progressively with a significant focus on skill isolation, before introducing these elements in game like scenarios. The areas we focus significantly on include: Skill Development, Attacking and Defensive Structures and Strength and Conditioning.

POSSIBLE FUTURE PATHWAYS
Students can continue with the Excellence in Sport program in Year 11 and 12, which runs alongside Sport and Recreation. Students will also leave the program with an understanding of how to maintain a healthy lifestyle through regular involvement in physical activity in sporting environments. This may also lead them to further study in the field of Unit 1 and 2 VCE Physical Education.
10 PE - Fitness For Me (Boys)

OVERVIEW
This is a boys only class in which students will investigate fitness components, training methods and training principles in order to improve physical fitness. They will design and evaluate a training program to achieve specific fitness goals. Students will participate in a range of practical lessons, allowing for them to apply theoretical knowledge in order to improve their own fitness and evaluate their success. Students will also explore how the human body creates and uses energy to perform a range of physical activity tasks.

WHAT STUDENTS WILL LEARN
Students will be assessed on their ability to develop a training program, with reference to fitness components, training methods and training principles. Students will also be required to analyze and evaluate their performance. Students will also learn about the energy systems used by the human body in order to perform a range of sports based tasks. Students will also be assessed on physical activity levels of differing age groups, as per the Australian Physical Activity Guidelines (APAG).
Students will also participate in weekly sport based practical sessions.

POSSIBLE FUTURE PATHWAYS
This unit is a fantastic pathway to VCE Physical education. The content covered in Fitness For Me, is directly related to all 4 Units of VCE Physical Education. Students that select this unit will be well prepared for a number of Areas of Study throughout Units 1-4 of VCE PE.

Please note that only one Fitness For Me (10PFM, 10PFG, 10PFB) elective can be picked.

*This subject is not available to ADP students.
OVERVIEW
This is a girls only class in which students will investigate fitness components, training methods and training principles in order to improve physical fitness. They will design and evaluate a training program to achieve specific fitness goals. Students will participate in a range of practical lessons, allowing for them to apply theoretical knowledge in order to improve their own fitness and evaluate their success. Students will also explore how the human body creates and uses energy to perform a range of physical activity tasks.

Please note that only one Fitness For Me (10PFM, 10PFG, 10PFB) elective can be picked.

*This subject is not available to ADP students.

WHAT STUDENTS WILL LEARN
Students will be assessed on their ability to develop a training program, with reference to fitness components, training methods and training principles. Students will also be required to analyse and evaluate their performance. Students will also learn about the energy systems used by the human body in order to perform a range of sports based tasks. Students will also be assessed on their understanding of physical activity levels of differing age groups, as per the Australian Physical Activity Guidelines (APAG). Students will also participate in weekly sport based practical sessions.

POSSIBLE FUTURE PATHWAYS
This unit is a fantastic pathway to VCE Physical education. The content covered in Fitness For Me, is directly related to all 4 Units of VCE Physical Education. Students that select this unit will be well prepared for a number of Areas of study throughout Units 1-4 of VCE PE.
**OVERVIEW**

This class is a mixed gender class in which students will investigate fitness components, training methods and training principles in order to improve physical fitness. They will design and evaluate a training program to achieve specific fitness goals. Students will participate in a range of practical lessons, allowing for them to apply theoretical knowledge in order to improve their own fitness and evaluate their success. Students will also explore how the human body creates and uses energy to perform a range of physical activity tasks.

Please note that only one Fitness For Me (10PFM, 10PFG, 10PFB) elective can be picked.

*This subject is not available to ADP students.*

**WHAT STUDENTS WILL LEARN**

Students will be assessed on their ability to develop a training program, with reference to fitness components, training methods and training principles. Students will also be required to analyse and evaluate their physical performance in a range of fitness tests. Students will also learn about the energy systems used by the human body in order to perform a range of sports based tasks. Students will also be assessed on their understanding of physical activity levels of differing age groups, as per the Australian Physical Activity Guidelines (APAG). Students will also participate in weekly sport based practical sessions.

**POSSIBLE FUTURE PATHWAYS**

This unit is a fantastic pathway to VCE Physical education. The content covered in Fitness For Me, is directly related to all 4 Units of VCE Physical Education. Students that select this unit will be well prepared for a number of Areas of Study throughout units 1-4 of VCE PE.
OVERVIEW

Unit 1 and 2 VCE Health and Human Development is designed to foster health literacy and to develop their ability to navigate health information and the Australian Healthcare system. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

WHAT STUDENTS WILL LEARN

Unit 1  Students will investigate health and wellbeing as a concept with varied perspectives and definitions. They explore the dimensions of health, and are encouraged to identify personal perspectives and priorities relating to health and wellbeing. Students will enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. They will learn about the indicators used to measure and evaluate health status and build health literacy through interpreting and using data. They will investigate the role of food and nutrition, learn about ways to evaluate their food choices, and the consequences of nutritional imbalances.

Unit 2  Students will investigate transitions in health and wellbeing, and development, throughout the lifespan. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

POSSIBLE FUTURE PATHWAYS

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

VCAA STUDY DESIGN

OVERVIEW

Units 1/2 examines some of the ways in which humans understand and relate to nature through outdoor experiences. The unit focuses on the characteristics of outdoor environments, and different ways of understanding them, as well as the impact of humans on outdoor environments.

Please note that there is a fee of $350 per unit of study for this course to cover the camps associated with the program. Total for the year will be $700.

WHAT STUDENTS WILL LEARN

Exploring Outdoor Experiences
Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments.

Discovering Outdoor Environments
Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Students engage in one or more related experiences in outdoor environments. Through these experiences students are able to apply the practical skills and theoretical knowledge about outdoor environments.

POSSIBLE FUTURE PATHWAYS

Outdoor and Environmental Studies offers students a range of pathways including further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

VCAA STUDY DESIGN

10 Sports Coaching

OVERVIEW
Sports coaching is a semester based subject in which the students will develop the knowledge and skills required to be a sports coach. In a theory and practical setting, students will develop an understanding of the requirements of a coach including the ability to plan a conduct sport and recreation sessions.

WHAT STUDENTS WILL LEARN
Following the successful completion of this unit, students will receive a Certificate in Coaching Principles. This is a National Coaching Accreditation Scheme from the Australian Sport Commission. Students will complete a structured learning task that assesses coaching styles and student analysis. All content taught in theory lessons will be assessed with an end of unit examination.

POSSIBLE FUTURE PATHWAYS
This unit is an excellent first step to sport-specific coaching accreditation. With the completion of the introductory session in the local community students will be eligible for an assistant coach position in the Active After-School Communities program. This is an Australian Government initiative providing primary school children with access to free sport and other structured physical activity programs. This unit links with VCE Physical Education Units 1, 2, 3 and 4.
10 Sports Science

OVERVIEW
Students will investigate a range of factors that can enhance an athlete's performance. Throughout the semester, students will look into the impacts of a variety of factors such as various training methods, role of nutrition, performance enhancing drugs, biomechanics and sports psychology.

WHAT STUDENTS WILL LEARN
Assessment for the subject will involve the students investigating how we can enhance the performance of a specific athlete. This will involve students developing an understanding of the fitness requirements of various sports, along with methods that can be used to enhance an athlete's performance. The assessment will require the students to have investigative skills to complete a research project.

POSSIBLE FUTURE PATHWAYS
The content that is covered in Sports Science leads directly into VCE PE. Students will cover some of the more challenging concepts that are covered in VCE PE, which will enable them to have a head start into the subject.
OVERVIEW
Students will study how an athlete’s body can be influenced by positive or negative thoughts through learning about the brain. The lists of chemicals that make up Performance Enhancing Substances from World Anti Doping Association will allow students to make informed choices. The scientific method will allow students to check their own physical fitness as they look at Cellular Respiration and how a sports drink/energy drink can their own affect fitness levels. By studying the structure of DNA and Gene Technologies, students will examine the ‘super genes’ of athletes. They will investigate the environmental upheaval of the Olympic Games, and finally, students will collaborate together to build a video diary; by playing their favourite sport and linking their actions to Newton’s three laws of motion.

WHAT STUDENTS WILL LEARN
Did you know, that the way you think about a sport can affect your performance on the court? Also that the World Anti Doping Association (WADA) can ban all the Performance Enhancing Substances (PES) on the planet? But what if you have the ‘Super Sport Gene’? This diverse course will allow students to explore and investigate the science behind sports. Students will be immersed in all five strands of science; written exclusively for the athletes of tomorrow.

POSSIBLE FUTURE PATHWAYS
The key concepts covered in this subject are skills that are required in all VCE Science subjects. These include:

- Biology
- Environmental Science
- Chemistry
- Physics
- Psychology
10 Physics and Flight

OVERVIEW

Is it a bird? Is it a plane? No, it’s your Year 10 Science elective! The overarching theme of this unit is flight and the various branches of science that relate to this concept. Physics will be the main component of the unit but aspects of Chemistry and Biology will also be covered.

WHAT STUDENTS WILL LEARN

Students will explore the forces and motion as related to planes (lift, drag, thrust, gravity), rockets, and paper planes. In addition, vectors will be studied as a means of solving problems related to flight, forces and equilibrium and motion and buoyancy in relation to density etc and hot air balloons (dirigibles). The students will delve into the requirements of a flying machine and compare these to the structural features that allow birds to fly. These concepts will be reinforced and expanded upon by the use of scientific articles, Stileapp exercises and experimental work.

POSSIBLE FUTURE PATHWAYS

This elective will suit students who are aiming to continue with VCE Physics, Chemistry or Biology. It will provide students with the necessary concepts and skills directly linked to Unit One Physics.

However, the science skills covered in this elective are skills that will be beneficial for preparing to study all VCE Science subjects. These include:

- Biology
- Environmental Science
- Chemistry
- Physics
- Psychology
OVERVIEW
Chemistry is sometimes called the ‘central science’ because it connects everything studied in the other sciences. Chemistry really is all around you and this elective is designed to extend and inspire students who enjoy chemistry.

WHAT STUDENTS WILL LEARN
The students will explore many different types of chemical reactions including, acids and bases, precipitation reactions, the reactivity of metals and electrochemistry, combustion and nuclear reactions. Students will also delve into how the atomic structure influences an element's place on the periodic table and how it participates in chemical reactions. Students will gain an understanding of subatomic particles, and how these relate to the types of bonding that occurs between particles. They will learn to write and balance chemical equations. Students will undertake an investigation on how factors affect the rate of reactions and how Chemistry is used in society to solve today’s problems.

POSSIBLE FUTURE PATHWAYS
This elective will suit students who are aiming to continue with VCE Chemistry. It will provide students with the necessary concepts and skills directly linked to Unit 1 Chemistry.

However, the science skills covered in this elective are skills that will be beneficial for preparing to study all VCE Science subjects. These include:

- Biology
- Psychology
- Chemistry
- Physics
- Environmental Science
OVERVIEW

There are many challenges in keeping an organism alive and well. This course is designed to awaken the senses before attempting Unit 3 Biology. Students will dive into the inner workings of the cell and body systems, then establish an understanding of how the organism survives abiotic factors. Finally, students explore how the organism can survive and reproduce to pass on its genetic material and learn about some of the medical advances in stem cells and reproductive technologies. Students will also undertake an independent investigation and a research task to hone their skills of scientific methodology.

WHAT STUDENTS WILL LEARN

How do organisms function?
Students will explore the structure and functioning of cells and investigate key cellular processes and body systems that allow an organism to function.

How do living systems sustain life?
All organisms live in an environment that they are structurally, physiologically and behaviourally adapted for. Students will explore how the adaptations of an organism contribute to its survival in an ecosystem.

How does reproduction maintain the continuity of life?
All life is derived by the division of cells; students will look at this process and how genetic material via the process of asexual or sexual reproduction are passed on from one generation to the next.

How is inheritance explained?
Students will hone their genetic literacy and predict the likelihood of certain genes being carried on through multiple generations and focus on the ethical, social and moral issues that will arise through genetic screening.

Research Project
Students will undertake research into a question about reproductive assistive technologies.

Practical Investigation
Students design and conduct a practical investigation into the survival of an individual or a species.

POSSIBLE FUTURE PATHWAYS

The study of Biology is part of the possible pathways to further study in science. Biology-related careers are broad; areas which students may be led to following the study of Biology include, but are not limited to:

- Medicine
- Veterinary science
- Nursing
- Research
- Immunology

Studying biology also provides an opportunity for students to develop skills which are directly related to work-life; such as, communication; planning and organising; teamwork; problem-solving; self-management; taking initiative and use and appreciation of technology.

VCAA STUDY DESIGN

OVERVIEW
A highly complex and fascinating subject that considers our thoughts, feelings and behaviours. Year 10 Psychology will provide you with a fantastic foundation for VCE Psychology, but it will also be a journey of discovering you and how you interact with others!

WHAT STUDENTS WILL LEARN

Introduction to Psychology
Students will discover what Psychology is, how to become a psychologist as well as the several different specialist fields that psychology can branch out to.

Neuropsychology
Students will learn about the many parts of the human brain and how they differ from those of other species. They will learn about the structure and the function of the brain and the human nervous system.

Mental Health and Mental Disorders
Students look into how mental health disorders are diagnosed from there different perspectives. They choose a certain mental health illness/disorder to investigate in further detail.

Scientific Method
Students will investigate how psychologists undertake scientific research. They will discuss how changing certain variables can influence the results of an experiment. Students are given the opportunity to construct their own experiment and learn the intricacies of reporting their findings to ease their pathway into VCE Psychology.

POSSIBLE FUTURE PATHWAYS
This elective will suit students who are aiming to continue with VCE Psychology. It will provide students with the necessary concepts and skills directly linked to Unit 1 Psychology.

However, the science skills covered in this elective are skills that will be beneficial for preparing to study all VCE Science subjects. These include:

Biology
Environmental Science
Chemistry
Physics
Psychology
10 Zoology - Animal Biology

OVERVIEW
Did you know a snail can sleep for up to three years? Or that bees communicate with each other using 'the waggle dance'?

Zoology is an incredibly diverse subject that considers the complexities that exist in the animal kingdom. Zoology will give students the opportunity to study animals at every scale, from the biology of cells to the behaviour of whole populations. It will provide students with the biological concepts needed in VCE Biology.

WHAT STUDENTS WILL LEARN
Students will investigate a range of biological concepts directly related to the animal kingdom. They will complete a range of tasks that will explore the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat.

The ethical nature of Zoos will be questioned as students delve into how animals are held in captivity and at what expense? They will investigate how zoo enclosures are created in order to mimic the natural environment of an organism.

POSSIBLE FUTURE PATHWAYS
This elective will suit students who are aiming to continue with VCE Biology. It will provide students with the necessary concepts and skills directly linked to Unit 1 Biology.

However, the science skills covered in this elective are skills that will be beneficial for preparing to study all VCE Science subjects. These include:

- Biology
- Environmental Science
- Chemistry
- Physics
- Psychology
OVERVIEW
Science is a dynamic, exciting and human endeavour arising from our desire to understand our world. It provides an empirical way of answering important questions about the biological, chemical, physical and technological world. Scientific knowledge is contestable and is constantly revised as new evidence arises. The study of Core Science is compulsory at Year 10.

WHAT STUDENTS WILL LEARN
In Year 10 Core Science the students will explore Chemistry, Physics, Biology and Earth Science through the study of the environment. The students will focus on environmental issues and solutions that incorporate knowledge of chemistry, physics, biology and earth science. The students will be presented with a series of scenarios where they will apply their scientific knowledge and skills to find a solution. Towards the end of the semester, the students will have the opportunity to research an environmental issue in depth and communicate their findings and possible solutions.

POSSIBLE FUTURE PATHWAYS
After studying Core Science at Year 10 the students will have had exposure to the skills and content required to study any of the VCE Science subjects. These include:

- Biology
- Environmental Science
- Chemistry
- Physics
- Psychology
10 Animation and Game Design

OVERVIEW
Animation and Game Design is designed for students who want to start making games for computers or game consoles. Students will work in teams to use a 3D game engine for game development. They develop and animate characters and assets to enhance game play. Students investigate different types of games, including virtual reality.

WHAT STUDENTS WILL LEARN
Students will learn to design and develop games, with an emphasis on working to a design brief. They will complete a number of tasks to learn the basics of model-making, animating and editing. They will use a 3D game engine to build games. Students will present their work using a digital format.

Students will learn about different types of games and the people who play them. They will explore game genres and consoles. They will research legal and social issues associated with the games industry, and apply their knowledge to their own designs.

POSSIBLE FUTURE PATHWAYS
Links to further study
Games & Animation can lead to further study in the visual arts, computer graphics, game design and multimedia.

Computer and presentation skills will benefit students in a range of VCE subjects.

Possible links to VCE subjects include:
VCE Applied Computing
VCE Product Design and Technology
VCE Art
VCE Visual Communication
VCE Media
VCE VET Creative and Digital Media
10 Automotive Systems

OVERVIEW

Students study the basic principles of automotive engineering, small engines, and the electrical systems that support an operational engine. They discover the environmental impact of engine systems and how these issues are addressed by manufacturers in order to comply with increasingly stringent Australian Design rules.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

They learn how an internal combustion engine operates and will transfer their knowledge to skills by rebuilding a small engine. Safety is an important factor in any practical subject, and students will be shown correct procedures to minimise the risk of injury. The students will discuss subsystems required to support a modern motor vehicle; from what’s under the bonnet, to what drives the wheels.

POSSIBLE FUTURE PATHWAYS

Possible links to VCE subjects include:
VCE Systems Engineering
Overview

Biotech solutions is about teaching students to grow their skills and knowledge in STEAM learning and product development using Biological principles to inform their engineering solutions.

In term one, students will learn how to create programmable robots that will complete tasks on the surface of Mars using technic lego and 3D printed attachments.

In term two, students will work with real world problems presented by Zoos Victoria and develop prototypes to assist with their conservation and field science programs.

Please note that this subject will attract a fee.

What Students Will Learn

Evolution and Biomimicry

Students will learn about evolution and biomimicry in order to understand an organism’s adaptations to their environment. This knowledge will inform design choices to create new prototypes to meet the real world design briefs. Students will use Virtual Reality, CAD, Laser Cutting, Littlebits Electronics and programmable Technic LEGO to create their Biotech solutions.

Possible Future Pathways

Possible links to VCE subjects include:
- VCE Biology
- VCE Systems Engineering
- VCE Business Management
- VCE Applied Computing
OVERVIEW

Designed to give students with a passion for food and an interest in the food industry an outlet to develop skills in safe food handling and food preparation.

Students acquire in class satisfaction as they have choice over ingredient options and a high level of success rate with the construction and individual choice of presentation of the recipes they create.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

Practical components

Students will complete a range of practical activities, budgeting and planning of meals, meal structures and catering options of all parts of a menu. Eventually planning, conducting and submitting work requirements in small groups based on the design brief of running a Food Truck, suitable for savory or sweet menu options.

Theory components

The theory lessons cover content of safety and hygiene requirements of the kitchen, menu structure from starters, appetisers, entree, main, through to dessert. Students learn about the possible careers in the hospitality industry, the meat industry, components of pastry and, food intolerances and allergies.

POSSIBLE FUTURE PATHWAYS

This elective may suit students who are aiming to partake in VCE Food Studies.

However, it is to be kept in mind that students will develop skills in meal preparation, budgeting and life long skills with food choices.

Possible links to VCE subjects include:
VCE Food Studies
10 Food and Culture

OVERVIEW

Designed to give students with a passion for food and an interest in exploring new cultures an opportunity to learn about staple ingredients from particular regions around the world, cooking techniques and utensils and prepare a dish developed from these cultures.

Students acquire in class satisfaction as they are able to explore and learn about multiple cultures, create dishes that are reflective of these cultures and be exposed to a range of new recipes.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

Students will be on a new cultural discovery weekly where they will learn about the ingredients, celebrations with food, religions impacting food choices and prepare and produce a recipe from that culture weekly.

Students will complete lessons covering safety and hygiene requirements of the kitchen, nutrients, vitamins and minerals, macronutrients and micronutrients and different components of peoples diets.

Students will complete a World of Food Task researching a chosen region and providing information on the staple ingredients, history of the food, uses in cooking and different components of the culture.

Students will also have the opportunity to design their bread, discuss considerations and constraints from a design brief and create evaluation questions for their production.

POSSIBLE FUTURE PATHWAYS

This elective may suit students who are aiming to partake in VCE Food Studies.

However, it is to be kept in mind that students will develop skills in meal preparation, culturally diverse foods and life long skills with food choices.

Possible links to VCE subjects include:
VCE Food Studies
OVERVIEW
This subject will expose students to 21st Century design skills with both hardware and software. Students will build skills in creativity, collaboration, critical thinking, communication and how to startup a business. Students will learn how to design products to meet client needs using a range of technologies available at Steamworks. They will grow their skills in product creation, costing and presentation to real world clients all in a team based setting. Term one will see students creating a business that will improve daily operations for a local community organisation. Term two involves students working on a competitive business of their choosing that seeks to make the highest profit compared to the other class teams.

WHAT STUDENTS WILL LEARN
Students will learn next generation design via software (computer assisted design) and hardware (3D printing), Virtual Reality tools, Laser cutting, Littlebits electronics and Technic Lego.

Students will work in project teams with defined roles in accordance with the industry standard model of project-based learning, ie team leader, head of creative and logistics/budget manager. Students are exposed to potential future pathways in Science, Technology, Engineering, Art and Math.

POSSIBLE FUTURE PATHWAYS
Possible links to VCE subjects include:
VCE Business Management
VCE Systems Engineering
VCE Applied Computing
OVERVIEW

This unit aims to enhance the creative and practical skills of students and to further develop their understanding of the Fashion industry and the product design process. Students will actively participate in the development of their product, from the initial specific need to the development of their design brief through to the final evaluation stage. Students will be required to present a Design Folio for the development of their ideas and design illustrations/visualisations. Students will develop an awareness of and adapt the design process, as used by past and present streetwear designers. Students will create sustainable accessories, jewellery and the ‘ultimate’ hoodie.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

Understanding the Product Design Process

Students will adapt the principles of the product design process to develop a product from the initial specific need to the development of their design brief and evaluation criteria to the completed hoodie, through to the final evaluation stage. Students will present a series of Design Folio tasks, such as developmental ideas, design illustrations/visualisations, the preferred option, working drawings and design flats, costing list and production plan.

Students will research past and contemporary streetwear designers, existing products within the market, and develop their own stylised mannequins to present innovative and sustainable design options. Students will evaluate and determine the effectiveness and efficiency of their product’s design and as to how well it fulfils the need and design brief.

Production - Practical Skills

Occupational Health and Safety practises within the Textiles Industry are covered. Students conduct risk assessments on a wide range of equipment and machinery in the Textiles workshop. Students demonstrate competent skills in the safe use of a wide range of tools, equipment and the domestic sewing machine and overlocker whilst producing their garment, hoodie. They demonstrate skill in the execution of a variety of complex construction techniques and processes.

Tasks may include:
Hoodie (with pockets, secret compartments for mobile phone, with modifications, etc), Seam sampler, Sustainability activities/practical skills e.g. accessories, jewellery, etc., Machine embroidery installation, OHS risk assessment task, Research task, Costing List, Production Plan, Design folio (ideas, visualisations preparation for product, hoodie)

POSSIBLE FUTURE PATHWAYS

Possible links to VCE subjects include:
VCE Product Design and Technology - Fashion
OVERVIEW

This unit aims to further develop and heighten the student’s range of technical and creative abilities associated with Textiles Technology. Students will actively participate in the evolution of their product, from the specific need to the development of their design brief to the completion of their product, through to the final evaluation stage. Students will be required to present a Design Folio for the development of their ideas and use VR to develop design illustrations. Students will redevelop products/accessories and also create a costume piece, incorporating current technologies, such as 3D printing and wearable technology. This subject is not for the faint hearted!!

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

Understanding the Product Design Process

Students will adapt the principles of the product design process to develop a product, costume, from the specific need to the development of their design brief and evaluation criteria to the completed product through to the final evaluation stage. Students will present a series of Design Folio tasks, such as developmental ideas, the preferred option, working drawings and design flats, costing list and production plan.

Students will research past and current costume designs and designers, and develop their own stylised mannequins to present creative, exciting, futuristic, innovative and sustainable designs incorporating current technologies. Students will use VR to develop their innovative preferred/design options. Students will evaluate and determine the effectiveness and efficiency of their product’s design and as to how well it fulfills the need and design brief.

Production - Practical Skills

Occupational Health and Safety practises within the Textiles Industry are covered. Students conduct risk assessments on a wide range of equipment and machinery in the Textiles and Steamworks workshops. Students demonstrate competent skills in the safe use of a wide range of tools, equipment and the domestic sewing machine and overlocker whilst producing their costume piece. Students explore the development of 3D printed notions and accessories, including wearable technology. They demonstrate the execution of a wide variety of complex construction techniques, processes and technologies.

Tasks may include:
Costume piece, Seam sampler, Redeveloped product - sustainability activities/practical skills, 3D printed notions, accessories, wearable technology, etc., OHS risk assessment task, Research task, Costing List, Production Plan, Design Folio (ideas, visualisations preparation for product), VR Design Options (ideas, preferred option preparation for final design of product)

POSSIBLE FUTURE PATHWAYS

Possible links to VCE subjects include:
VCE Product Design and Technology - Fashion
OVERVIEW

Computing plays a significant role in the way information is obtained and conveyed to the population through the use of a number of different solutions, such as websites and infographics.

With the ever increasing use of computers, comes the rise of cyber threats through data breaches and malicious attacks via spyware and malware.

21st Century Computing explores how society uses computers for informative means and the issues we face surrounding data collection and use, including cyber security and privacy laws.

WHAT STUDENTS WILL LEARN

Students will be exploring the coding languages of HyperText Markup Language (HTML), Cascading Style Sheets (CSS), JavaScript and Python. Students will be developing websites using CSS and HTML and will explore how Python can be used to create web based games. Students will work both individually and collaboratively during the process.

Students will explore the use of infographics to convey information from a variety of data sources. Students will be responsible for collecting and assessing data, then using this information to present their results in a meaningful way.

POSSIBLE FUTURE PATHWAYS

Links to further study
21st Century Computing can lead to careers in Information Technology, such as programming and website development.

Possible links to VCE subjects include:
VCE Applied Computing
OVERVIEW
Students gain skills related to designing and producing complex objects and gain understanding of domestic carpentry and/or cabinetmaking. They also receive further training in the use of hand-held power tools. Students are expected to work through individual projects negotiated with the teacher. They need to design, plan, cost and construct each project using more developed skills and techniques as specific to the wider design process, including the development and use of scheduled production plans, visualisation sketches, design option and working drawings. These tasks provide the opportunity for students to work on finely detailed components, follow set procedures for construction, and provide inspiration for future projects at higher year levels.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN
Understanding the Product Design Process
Students focus on gaining an understanding of the Product Design process and apply this knowledge in the designing of a product to meet specific needs. Students will identify a need and provide design options which address this need, incorporating sketches and design drawings along with scheduled production planning and risk assessment.

Product Development
Students work on developing/manufacturing the products designed during the Product Design stage. They will apply appropriate skills in the safe use of relevant tools/machinery in order to construct a product that meets the needs identified during the design process.

POSSIBLE FUTURE PATHWAYS
Possible links to VCE subjects include-
VCE Unit 1&2 Product Design & Technology (Wood)
**VET**

The following courses are the VET courses offered through the Yarra Valley VET Cluster and local Registered Training Organisations. This allows students to attend their VET subjects on a Wednesday to locations in the Yarra Valley and local area and also keeps course cost to a minimum.

**PLEASE NOTE:**

The following information is based on 2020 VET information. At this time we are unable to give an accurate materials cost for each of the VET courses.

We will require payment of the materials fee and administration fee ($100) from **ALL** VET students, as well as fully completed enrolment paperwork to be submitted to Lilydale High School by the 4th December 2020 to confirm your child’s place and commitment to their chosen VET course.

No guarantee can be given that every VET course will run or that every student will gain a place in their chosen VET course. VET courses will run based on student numbers across the cluster of participating schools.

Students who withdraw from a VET course will not receive a refund of their materials fee or administration fee after the 17th February 2021. Students who withdraw from a VET course will need to pick up a subject. Note: That many subjects may not have room to move into them at the start of the year.

Confirmation of VET courses will not be available until Term 4, 2020.
CERTIFICATE III IN ACTING (Unit Code: VAC)

Overview
This course focuses on an overview of the film and TV industry, governing bodies, film and TV careers and skills, types of auditions, audition preparation, script knowledge and development, skills and abilities for acting in front of camera. Practical filming lessons alternate with theory lessons. The second year focuses on rehearsing and performing scripts, performance in front of camera, screen tests, rehearsing and filming scenes and styles, protocols and knowledge of the film and TV industry, camera techniques and filming styles. Students elect one extra unit of competency with each having a focus on a specific party of the industry; script writing, presenting to camera, teaching, hair & make-up and technical (camera operator, editor, lighting).

Materials cost
$850 – 1st Year
$1370 – 2nd Year

Provider
Lilydale High School (Australian College of Dramatic Arts)

Location
Lilydale High School, Melba Avenue, Lilydale
Australian College of Dramatic Arts Boronia

Class Time
1st year - Wednesday 3 pm – 6 pm
2nd year - Wednesday 6 pm – 9 pm

Employment Opportunities
This course will provide pathways and options for further training and/or career opportunities in the arts: Acting—film, television, theatre technical—crew, lighting, sound, sets, stage manager, designer, makeup

Further Study Pathways
Successful completion will assist students to audition/apply for performing arts courses such as:
Diploma of Dramatic Art in Acting (NIDA)
Diploma of Design (NIDA)
Diploma of Technical Production (NIDA)
Associate Diploma of Dramatic Arts in theatre Crafts (NIDA)
Bachelor of Creative Arts (Drama) or (Dance) – Deakin University
Graduate Diploma of Dramatic Art in Voice Studies (NIDA)
Graduate Diploma of Dramatic Art in Movement (NIDA)
Graduate Diploma in Production Management (NIDA)
Bachelor of Fine Arts (Production) University of Melbourne
Bachelor of Arts (Performing Arts) - Federation University

Complimentary VCE subjects
Drama, Theatre studies

Subject credits
This program can be included as 4 VCE units in a student’s course and as block credit for ATAR.
CERTIFICATE II IN AGRICULTURE (Unit Code: VAR)

Course outline
This training program aims to give students an overview of the Agriculture industry and the potential career paths within it. The training program incorporates the following key competencies: collecting, analysing and organising information, communicating ideas and information, planning and organising, working with others, using mathematical ideas and techniques, solving problems, and using technology.

Materials cost
1st and 2nd Year - $350

Provider
Melbourne Polytechnic

Location
Classes will take place at two locations: Mt Lilydale Mercy College, Anderson Street, Lilydale and Mt Lilydale Mercy College Sheep Paddocks located at 81 Wellington Rd Wandin

Class Time
Wednesday times to be confirmed

Employment Opportunities
The Certificate II program is designed to introduce students to a variety of career pathways such as traineeships and apprenticeships in the Agricultural industry. Students also wishing to pursue a career in Horticulture, Winemaking and Viticulture would benefit from completing the certificate.

Further Study Pathways
Certificate or Diploma Agriculture
Certificate or Diploma in Horticulture

Complementary VCE Subjects
Biology
Outdoor Education

Subject credits
Certificate II in Agriculture is completed over two years. On the successful completion of the first year of study, students are eligible for recognition for two VCE VET units at unit 1-2 level. On completion of the second year of the program students are eligible for a total (including year 11 units) of four VCE VET units on their VCE Statement of Results. Two of the VCE VET units are deemed to be at unit 1-2 level and two are deemed to be Unit 3-4 level.
CERTIFICATE II IN ANIMAL STUDIES (Unit Code: VAS)

Course outline
This course aims to provide training and skill development in areas of the animal care and management industry. This includes animal husbandry techniques, animal health requirements, maintenance of enclosures, presenting information to the public, animal first aid and medical treatment, record keeping, breeding of animals, animal legislation, animal behaviour and animal anatomy. It provides a general overview, training and skills for entry into the animal care and management industry.

Materials cost
$642 – 1st Year
$838 – 2nd Year

Provider
Global Wildlife Solutions – National Training Masters (RTO)

Location
Lilydale High School, Melba Avenue Lilydale

Class Time
Wednesday 12:30 pm – 3:00 pm (1st year)
Wednesday 3.00 pm - 6.30 pm (2nd year)

Employment Opportunities
A student who successfully completes the program will have attained the necessary theoretical and practical skills required for entry level to welfare organisations, animal rescue centres, pet retail shops, pet boarding facilities and pet grooming services.

Further Study Pathways
After completing the Certificate II in Animal Studies, students may be eligible to continue on to study:
Certificate III in Companion Animal Services
Certificate III in Captive Animals
Certificate III in Equine
Certificate IV in Veterinary Nursing
Diploma of Animal Technology

Complementary VCE Subjects
Biology

Subject credits
Credit in the VCE: Students who complete ACM20117 Certificate II in Animal Studies will be eligible for up to four units credit towards their VCE. Students who successfully complete a Units 3 & 4 sequence will receive a 10% increment on their ATAR
CERTIFICATE II IN APPLIED FASHION DESIGN (Unit Code: VAP)

Course outline
Are you interested in the fashion and design industry? In this course you will build a strong foundation of skills studying sewing, textiles, drawing and design of simple garments.

Materials cost
$325 – 1st Year
$320 – 2nd Year

Provider
Box Hill Institute

Location
Box Hill Institute – Elgar Road, Box Hill

Class Time
Wednesday 1:00 pm – 6:00 pm (1st year)
Wednesday 1.00 pm – 6.00 pm (2nd year)

Employment Opportunities
Career paths in the textiles, clothing, and footwear sectors may include employment in the clothing manufacturing industry as garment sample hands, machinists, garment cutters and makers, finishing operators and quality assurance officers.

Further Study Pathways
You may wish to apply for the Bachelor of Fashion or Bachelor of Fashion Merchandising at the conclusion of Year 12

Complementary VCE Subjects
Art based subjects, Design Technology Textiles

Subject credits
On successful completion of this program, you will be eligible for: recognition of four units at Units 1 and 2 level, and a Units 3 and 4 sequence. Students who receive a Units 3 and 4 sequence for VCE VET Applied Fashion Design and Technology will be eligible for an increment towards their ATAR (10% of the lowest subject study score in the primary four). VET Applied Fashion Design and Technology program does not offer scored assessment.
CERTIFICATE II IN AUTOMOTIVE TECHNOLOGY (MECHANICAL) (Unit Code: VAT)

Course outline
This program will give you the hands on skills and basic mechanical knowledge which will help you to find an automotive apprenticeship. It will make you job ready and will give you the opportunity to pursue a career in automotive mechanics, engine reconditioning, automotive electrician and electronics, vehicle body repair, painting, panel beating and trimming.

Materials cost
$500 – 1st Year
$500 – 2nd Year

Provider
Healesville High School (Box Hill Institute (RTO))

Location
Healesville High School, 10 Camerons Rd, Healesville

Class Time
Wednesday 8.30 am – 3.15 pm for both 1st and 2nd year

Employment Opportunities
A student who successfully completes the Certificate II in Automotive Technology Studies will find employment opportunities in apprenticeships in the fields of Auto Electrician, Mechanic, Spare Parts and Retail.

Further Study Pathways
Certificate III Automotive – as part of an apprenticeship
Certificate IV in Automotive Studies
Diploma of Automotive Studies
Advanced Diploma in Automotive Studies

Complementary VCE subjects
Systems Engineering, Physics

Subject credits
On completion of the Certificate II in Auto-motive Technology Studies, students are eligible for four VCE VET Units on their VCE Statement of Results. Two VCE VET units are deemed to be at Unit 1-2 level and two VCE VET units are deemed to be at 3-4 level. Partial completion of the program entitles students to a pro rata number of VCE VET units. All completed VCE VET units will be recorded on the VCE Statement of Results. Students will receive block credit for their ATAR.
CERTIFICATE II IN BUILDING AND CONSTRUCTION (Carpentry) (Unit Code: VBC)

Course outline
This course is designed for people wanting to enter the building and construction industry to become apprentice carpenters. It will provide the knowledge and practical skills associated with working in the building and construction industry and equip students with the ability to work safely in the industry. On successful completion of the two year program students will have completed their Certificate II in Building and Construction (Carpentry) Pre-apprenticeship.

Materials cost
$500 – 1st Year
$500 – 2nd Year

Provider
Box Hill Institute – Lilydale Campus

Location
Box Hill Institute – Lilydale Campus

Class Time
Wednesday 1.30 pm – 5.00 pm

Employment Opportunities
A student who successfully completes the course in Building and Construction will find employment opportunities in apprenticeship in the field of building and construction, for example: Building site administration, Foremanship, Building administration, Estimation, Building inspection, Electronic, Building services, Drafting (architectural), Union administration, Contract administration

Further Study Pathways
Building
Building Engineering
Building Surveying and Quantity
Surveying
Architecture
Interior Design
Civil/Electrical/Electronics
Mechanical Engineering

Complementary VCE Subjects
Product Design and Technology (Wood)
Mathematics

Subject credits
On completion of the course in Building and Construction, students are eligible for four VCE VET Units on their VCE Statement of Results. Two VCE VET units are deemed to be at Unit 1-2 level and two VCE VET units are deemed to be at 3-4 level. Partial completion of the program entitles students to a pro rata number of VCE VET units. All completed VCE VET units will be recorded on the VCE Statement of Results. Students will receive block credit towards their ATAR.
CERTIFICATE II IN EQUINE STUDIES (Unit Code: VEQ)

Course outline
Equine Studies prepares students to work in equine related industries. The course covers: handling horses safely, providing daily care for horses, providing basic emergency life support, working effectively in the equine industry and for equine organisations. The second year covers: equine form and function, equine anatomy and physiology, monitoring horse health and welfare, determining the nutritional requirements for horses and responding to equine injury and disease.

Materials cost
$1240 – 1st Year
$970 – 2nd Year

Provider
Box Hill Institute

Location
Box Hill Institute, Elgar and Lilydale Campus, Box Hill
(Part of this course is run at an off-site location)

Class Time
Wednesday 1 pm – 5.30 pm

Employment Opportunities
Farrier, Horse Trainer, Jockey, Racing Steward, Stable Hand, Veterinary Nurse

Further Study Pathways
Bachelor of Equine Studies
Diploma of Equine Stud Management
Diploma of Sports Marketing
Diploma of Race (Thoroughbred) Training
Certificate IV in Horse Management
Certificate IV in Veterinary Nursing
Certificate III in Farrier
Certificate III in Racing Steward

Complementary VCE Subjects
Biology

Subject credits
Students will be eligible for up to 4 units of credit, 2 units at the Units 1&2 level and two units at Units 3 & 4 level. ATAR Contribution: Students wishing to receive an ATAR contribution for the Units 3 & 4 sequence of Program 2: Certificate II in Equine Industry must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study.
CERTIFICATE II IN HORTICULTURE (Unit Code: VHC)

Course outline
The program is designed to provide students with an understanding of the practices that occur in horticultural operation and allow them to experience and develop horticultural skills in real workplace situations.

Materials cost
$450 – 1st Year
$450 – 2nd Year

Provider
1st and 2nd Year – Ranges TEC/Mt Evelyn Christian School

Location
1st and 2nd year – Ranges TEC, 1/9 Hightech Pl, Lilydale

Class Time
1st year 11.30 am – 5.00 pm
2nd year 11.30 am – 5.00 pm

Employment Opportunities
This qualification is nationally recognised with competency standards to provide a solid foundation for employment or further studies in the horticultural industry. Many horticultural enterprises within our region are mixed activities operations, and the industry needs employees who are multi skilled across the main areas of horticultural work. Due to the program's multi-sector approach it enables students to develop skills suitable to a range of enterprises. It will also enable students to experience different fields of horticulture, which will help them to decide on future study or career paths.

Further Study Pathways
Certificate III in Horticulture
Certificate III in Horticulture – Landscape
Certificate III in Irrigation
Certificate IV in Conservation and Land Management
Certificate IV in Horticulture
Diploma in Horticulture
Diploma in Conservation and Land Management
Advanced Diploma in Conservation and Land Management

Complementary VCE subjects
Biology, Visual Communications and Design, Mathematics

Subject credits
On completion of the certificate, students are eligible for four VCE VET units on their Statement of Results. Two VCE VET units are deemed to be at Units 1 & 2 level and two VCE VET units are deemed to be at Units 3 & 4 level. Students cannot be signed off as having achieved the units of competence comprising a VCE VET unit until workplace demonstration of competence has been observed and documented by the workplace supervisor and the assessor. Students will receive block credit towards their ATAR at the completion of the 2nd year course.
CERTIFICATE III IN HOSPITALITY (CATERING OPERATIONS) (Unit Code: 10VHO)

Course outline
This training program aims to give students an overview of the hospitality industry and the potential career paths within it. The training program incorporates the following key competencies: collecting, analysing and organising information, communicating ideas and information, planning and organising, working with others, using mathematical ideas and techniques, solving problems, and using technology.

Materials cost
$450 – 1st Year
$450 – 2nd Year

Provider
Mount Lilydale Mercy College, Upper Yarra Secondary College (1st Year)
William Angliss Institute (2nd Year)

Location
1st year - Mount Lilydale Mercy College, Anderson Street, Lilydale and Upper Yarra Secondary College, 81 Little Yarra Rd, Yarra Junction
2nd Year – William Angliss Institute Lilydale Campus

Class Time
1st year - Wednesday 1.00 — 5.00 pm
2nd year - Wednesday 1.00 — 5.00 pm

Employment Opportunities
The Certificate II in Hospitality is a course that provides pathways to further education and entry level employment opportunities in the hospitality industry. The Certificate II program is designed to introduce students to a variety of career pathways such as traineeships and apprenticeships in the hospitality industry, e.g. chef, waiter etc. Students also wishing to pursue a career in hotel and resort management or tourism would benefit from completing the certificate.

Further Study Pathways
Certificate or Diploma in Hospitality.
Certificate of Diploma in Tourism.
Some TAFE courses have articulation arrangements into hospitality & business degree courses.

Some TAFE courses have articulation arrangements into hospitality & business degree courses.

PATHWAYS to HIGHER EDUCATION - Depending on subjects selected—hospitality degree and any number of general degrees in business, humanities etc.

Complementary VCE Subjects
Food Studies

Subject credits
Certificate II in Hospitality is completed over two years. On the successful completion of the first year of study, students are eligible for recognition for two VCE VET units at Unit 1-2 level. On completion of the second year of the program students are eligible for a total (including year 11 units) of four VCE VET units on their VCE Statement of Results. Two of the VCE VET units are deemed to be at Unit 1-2 level and two are deemed to be Unit 3-4 level. Students interested in the scored assessment should complete the VCAA exam at the conclusion of the second year.
CERTIFICATE III MAKE UP (Unit Code: VMS)

Course outline
This program is designed to give you the skills and knowledge required to be employed as a make–up artist to design and apply make–up for a range of purposes and occasions across the beauty, fashion, media and entertainment industries. You will develop beauty techniques such as makeup application, cosmetic tanning, lash and brow services and eyelash extensions. You will also learn the communication and retail techniques necessary for a career in beauty, as well as how to monitor and manage a small business; all while putting your practical skills to work in a real simulated work environment. This course is a two year program.

Materials cost
Year 1 $1,465.00
Year 2 $470.00

Students will be required to wear a Black Box Hill Institute t–shirt to all classes

Provider
Box Hill Institute

Location
Box Hill Institute Lilydale Campus

Class Time
Wednesday 1.30 pm – 6.00 pm

Employment Opportunities
After successful completion, you may wish to work as a:
Make-up artist in a beauty salon
Work with fashion stylists,
Work in photography
Make–up studios
Retail cosmetic counters.

Further Study Pathways
Certificate IV in Beauty Therapy
Diploma of Beauty Therapy

Complementary VCE subjects
Art
Studio Art

Subject credits
On successful completion of this program, you will be eligible for recognition of up to four units at Units 1 and 2 level and a Units 3 and 4 sequence. Certificate III in Make–Up from the VCE VET Hair and Beauty program will be eligible for an increment towards their ATAR (10% of the lowest subject study score in the primary four).
CERTIFICATE III MUSIC PERFORMANCE (Unit Code: VMU)

Course outline
The VCE VET Music program aims to provide participants with the knowledge and skills that will enhance their employment prospects in the music or music-related industries, enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

It is assumed that students enrolled in this course can read sheet music and play an instrument. This course primarily focuses on classical styles of music.

Materials cost
$150 – 1st Year
$150 – 2nd Year

Provider
Collarts/Billanook College
Mt Lilydale Mercy College

Location
Billanook College, 197-199 Cardigan Rd, Mooroolbark
Mt Lilydale Mercy College, Anderson Street, Lilydale

Class Time
Wednesday 1.00 pm – 5.15 pm

Employment Opportunities
Artist/venue manager
Instrumental music teacher
Live sound engineer
Musician
Performer
Recording engineer

Further Study Pathways
Certificate IV in Music Industry (Technical Production)

Complementary VCE Subjects
Music Performance

Subject credits
VCE: Students will be eligible for up to 4 units of credit, 2 units at the 1&2 level and 2 units at 3&4. ATAR Contribution: Students wishing to receive an ATAR contribution for the Units 3&4 sequence of Program 2: Certificate III in Music must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study.
CERTIFICATE II PLUMBING (Unit Code: VPL)

Course outline
Seeking entry to the plumbing industry or want to prepare for a plumbing and gas fitting apprenticeship? This course is specifically designed to achieve those goals. It introduces students to the skills needed by plumbers who fabricate, install, test and maintain pipes and gas lines; sanitary fixtures and fittings; roofing and regulators; sanitary and drainage and mechanical services. Plumbers may also be required to install equipment such as boilers, pumps, heating and cooling systems, natural gas ovens, water tanks and solar heating systems.

Materials cost
$440 – 1st Year
$345 – 2nd Year

Provider
Box Hill Institute – Lilydale Campus

Location
Box Hill Institute – Lilydale Campus

Class Time
Wednesday 1.30 pm – 4.30 pm

Employment Opportunities
Apprentice plumber

Further Study Pathways
Certificate III Plumbing as part of a Plumbing apprenticeship

Complementary VCE subjects
Business Management
English
Further Mathematics

Subject credits
VCE: Block credit recognition is available for this program.
CERTIFICATE II Salon Assistant (Unit Code: VSA)

This course runs for 1 year and only contributes to a students VCE as a Unit 1 and 2 subject

Course outline
Certificate II in Hairdressing covers the necessary skills and knowledge needed prior to undertaking a full qualification within the hairdressing industry. Hairdressing is a very diverse, creative and rewarding career, with many opportunities that may present to the individual, such as: Gaining employment within your chosen area, opening your own business, running your own home-based business, working with hair in the fashion or film industry or working in the education sector.

Materials cost
$400

Provider
ITS Academy

Location
ITS ACADEMY - 32 Station Street, Bayswater

Class Time
Wednesday 1.00 – 5.00 pm

Employment Opportunities
Retail Sales
Salon Assistant
Salon Manager

Further Study Pathways
Certificate III in Hairdressing as part of an apprenticeship
Certificate IV in Hairdressing
Advanced Diploma in Hairdressing
Apprenticeship in Hairdressing

Complementary VCE subjects
Art
Business Management
Studio Arts

Subject credits
This unit contributes credit to a student’s VCE at Units 1 and 2 level only
CERTIFICATE III Screen and Media (Unit Code: VSM)
(Partial Completion Only)

Course outline
Course outline - The competencies for completion of Certificate II and III in Information Technology are designed to equip students with the foundational skills and knowledge they need to function effectively in the IT environment in the workplace. This course is only a partial completion of Certificate III in Information Technology.

Materials cost
$200 – 1st Year
$200 – 2nd Year

Provider
Billanook College and Mt Lilydale Mercy College

Location
Billanook College
Mt Lilydale Mercy College

Class Time
Wednesday 1:30 am – 5:00 pm (1st year)
Wednesday 1.30 pm - 5.00 pm (2nd year)

Employment Opportunities
Interactive media assistant
Production assistant
Graphic Designer
Animation
Website developer

Further Study Pathways
Diploma Multimedia
Diploma Media Studies
Diploma Visual Communication and Design
Diploma Animation
Diploma Web Design

Complementary VCE Subjects:
Media
Informatics
Visual Communications and Design

Subject credits
On successful completion of this program, you will be eligible for recognition of up to four units of credit at Units 1 and 2 level and a Units 3 and 4 sequence. Students who undertake additional training from Certificate III and achieve a further 3 and 4 sequence may eligible for an increment towards their ATAR (10% of the lowest subject study score in the primary four). Students may receive a contribution to their ATAR by completing scored assessment.
CERTIFICATE III Sport and Recreation (Unit Code: VSR)

Course outline
This course is designed as an introduction to the areas of sport, recreation and fitness. You will learn how to plan and conduct sport and recreation sessions, conduct basic warm-up and cool-down programs, maintain sport, fitness and recreation facilities, and provide customer service.

Materials cost
$530 – 1st Year
$370 – 2nd Year

Provider
iVET (RTO)/Upper Yarra Secondary College

Location
Upper Yarra Secondary College

Class Time
Wednesday 1:30 am – 5:30 pm (1st year)
Wednesday 1.30 pm – 5.30 pm (2nd year)

Employment Opportunities
A student who successfully completes the program will have attained the necessary theoretical and practical skills required for entry level to welfare organisations, animal rescue centres, pet retail shops, pet boarding facilities and pet grooming services.

Further Study Pathways
After completing the Certificate II in Sport and Recreation, students may be eligible to continue on to study:
Diploma of Sport and Recreation
Diploma of Sport and Recreation Management

Complementary VCE Subjects:
Physical Education
Outdoor Education

Subject credits
Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purposes of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study. Where a student elects not to receive a study score for VCE VET Sport and Recreation, no contribution to the ATAR will be available.