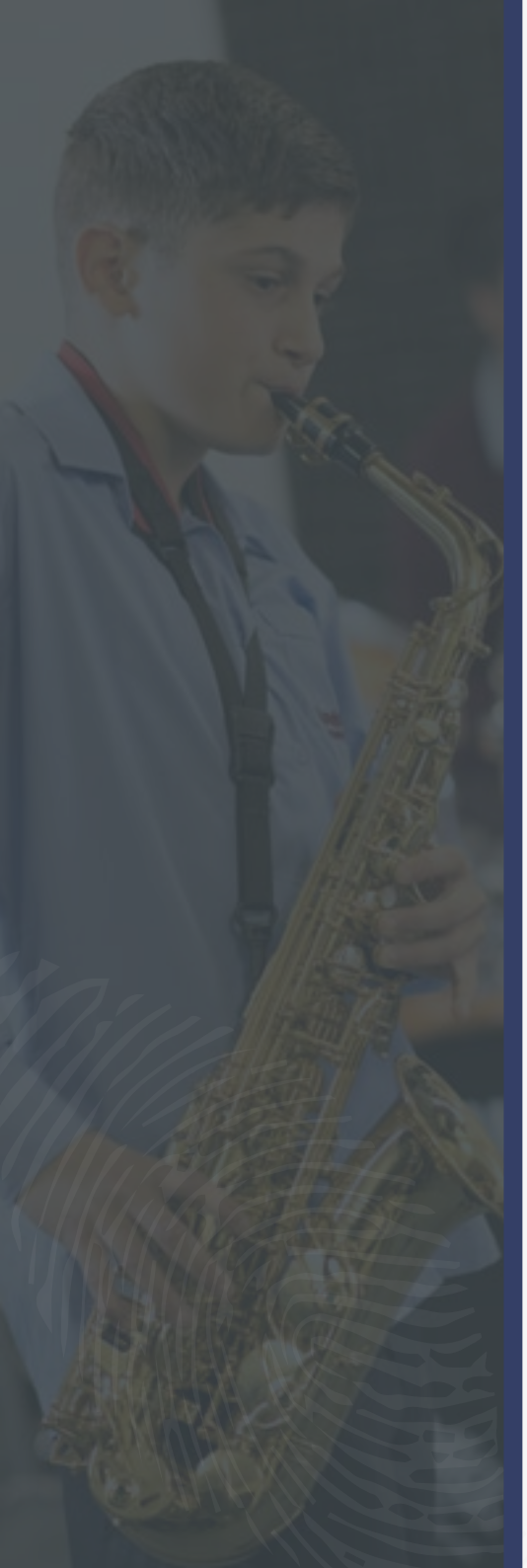
PATHWAYS HANDBOOK

Bundoora
Secondary College

HOW TO USE THIS HANDBOOK

- The main menu allows you to see an overview of the whole handbook at once and by clicking items in the menu you can skip ahead to any section.
- You can jump to different sections of the handbook by clicking items in the sub menu that appears on each page.
- You can read this guide page by page by clicking the navigation bar along the side of the screen to advance forward or backward.
- All websites are hyperlinked. Simply click on the website text and you will be directed to the requested web page.
- While every attempt has been made to provide accurate information, this booklet is provided for general planning purposes. Before relying on specific details students should consult College staff.



PATHWAYS GUIDE

PACE21 PATHWAYS

PACE 1 / PACE 2

- PACE21: CORE
  - ENGLISH
  - MATHS
  - PAL
- 4 semester of DEEP LEARNING ELECTIVES
- 2 semesters of SPECIALIST ELECTIVES

PACE 3*

- PACE21: CORE
  - ENGLISH
  - MATHS
  - PAL
- VET COURSE OR VCE SUBJECT #1
- VCE SUBJECT #2
- 2 semesters of DEEP LEARNING or SPECIALIST ELECTIVES
  - or WORKING COMMUNITY
  - or VCE SUBJECT #3 or HEAD START

PRE-GRAD* / GRAD*

- VCE ENGLISH
- VCE MATHS#
- PAL

	VET COURSE OR VCE SUBJECT #1	VCE SUBJECT #2	VCE SUBJECT #3 or SBAT or HEAD START
PRE-GRAD*			
GRAD*	VET COURSE OR VCE SUBJECT #1	VCE SUBJECT #2	VCE SUBJECT #3 or UNIVERSITY SUBJECT or SBAT or HEAD START

SENIOR PATHWAYS

* VCAL is also possible for students in these levels.

\# Studying Mathematics is highly recommended but not essential to meet the requirements of the VCE.

MAIN MENU

HOW TO GUIDE

COLLEGE CONTACTS

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- VCAL Studies
- VET Studies
- Higher Eduation Studies
- LaTrobe Achieve Program
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- Head Start Program
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- Pathways Guide
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- IBRLC

PACE21 INDEX

PACE21 CORE SUBJECTS

ENGLISH

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SOCIAL, EMOTIONAL LEARNING

PAL PROGRAM

ENGLISH

- Reading and discussion
- Critical thinking
- Writing
- Current Affairs

PACE21 ENGLISH

We use language, literacy and communication skills constantly each day. The study of English aims at developing these and other transferrable skills to help you prepare for any pathway.

What we do:

Students develop skills in reading, writing, speaking and listening through rich and challenging tasks. We place a strong focus on students becoming aware of their current skills and striving for mastery. You will assess yourself against a range of challenging criteria and set yourself stretch goals for growth. You are expected to monitor your progress towards reaching your goals with teacher guidance and support. We emphasise the importance of discussion and collaboration with peers to share and extend knowledge and to challenge each other to aspire to higher and higher expectations.

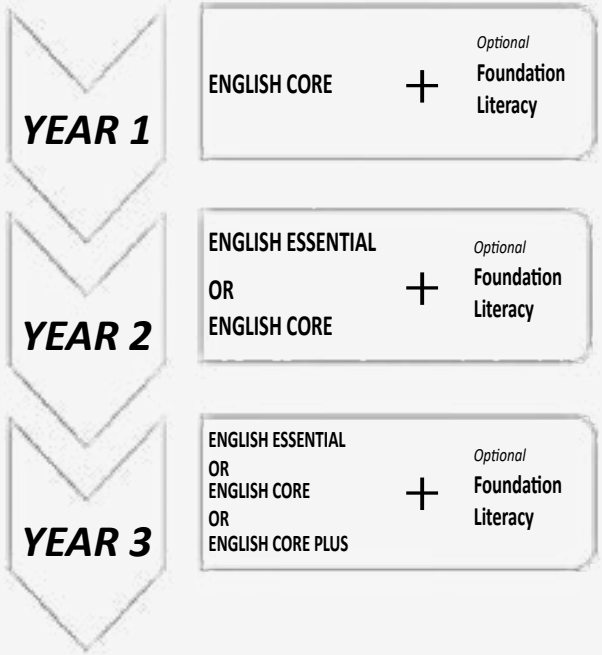
What we will learn?

Through the study of current issues of local and global importance, you will gain a deeper awareness of various perspectives and the importance of debate in a healthy, democratic society. Literature is also studied to expose you to a wide range of ideas and viewpoints and you will grow in your skills of analysing and interpreting ideas, themes, perspectives and messages. You will develop a greater understanding of the purposes of different texts and authors, identifying how the audience is likely to respond to a particular text or idea.
The building of empathy is integral to the study of English, and it is through studying and discussing a wide range of texts and ideas that this is developed.

What you will be assessed on?

You will be assessed on your reading, writing, speaking and listening skills through a series of assessments designed to develop your knowledge, skills and fluency, including:
-analytical essays
-regular reading reflections
-studies of texts
-persuasive writing forms
-narratives
-poetry
-imaginative pieces
-oral presentations
-debates
-grammar, punctuation and spelling
-note-taking
-sentence structure
and many more...

PACE21 English Pathway...



DURATION

Most units run a term or semester

PREREQUISITES

English is a compulsory subject from Entry to Graduation as Literacy competency is essential in all subjects.

Approximately $85.00

You will be expected to pay for 2 texts over the year ($50.00) incursion and excursion costs ($30.00) and materials ($5.00)

ENGLISH

- Comprehension
- Reading
- Writing
- Oracy

PACE21 ENGLISH CORE

Being a vertical program, CORE English runs on a three-year cycle so students do not experience the same unit of work repeated. All four dimensions of reading, writing, speaking and listening are developed through rich and formative tasks.developing these and other transferrable skills to help you prepare for any pathway.

2022	***Unit 1: One Nation, Many Stories*** Reading and reflecting What is an issue? Global ideas Media literacy Note-taking Oral presentations and debating Persuasive texts	***Unit 2: Genre, not Generic: Creative Writing*** Reading and reflecting Studying a variety of genres – reading, viewing and writing exemplars of genres Crafting imaginative narratives in the genre of choice	***Unit 3: Power, Prejudice and Propaganda*** Reading and reflecting Totalitarian regimes Propaganda World War II and The Holocaust Power, prejudice, bullying, bystanding Reading and responding to texts (novels) on the Holocaust Analytical essays on a text	***Unit 4: Analysing Argument: The Attention Economy**** Reading and reflecting Studying a current issue Understanding the context Understanding argument, rhetoric and persuasion Understanding audience Analysing a persuasive media text
2023	***Unit 5: The Dilemma of Difference*** Reading and reflecting The context of difference, disability and diversity Studying film as text: The Black Balloon or Hunt for the Wilderpeople Analytical responses to film	***Unit 6: Have we created a monster?*** Reading and reflecting Context – romanticism, technology, progress, nature vs nurture Frankenstein – reading and responding Study guide Creative text response	***Unit 7: Analysing Argument – Gender stereotyping**** Reading and reflecting Media literacy Studying a current issue Understanding the context Understanding argument, rhetoric and persuasion Understanding audience Analysing a persuasive media text Responding creatively to an issue	***Unit 8: The Power of Persuasion*** Reading and reflecting Famous persuasive speeches Rhetoric and influence Advertising Crafting to influence an audience Debating Oral presentations
2024	***Unit 9: The Long and the Short of It*** Reading and reflecting Mentor texts – short stories by famous writers in different genres Deconstructing elements of story Literary features Writing my own short story	***Unit 10: Analysing Argument – Freedom of Speech**** Reading and reflecting Media literacy Studying a current issue Understanding the context Understanding argument, rhetoric and persuasion Understanding audience Analysing a persuasive media text Responding creatively to an issue	***Unit 11: Dystopian Times*** Reading and reflecting Context – dystopias, power and oppression Studying film as text: The Hunger Games Study Guide Analytical essay on the text Creative writing from an idea in the text	***Unit 12: Poetry, Politics and Performance*** Reading and reflecting Spoken word poetry Classic poetry and famous poets Issues and ideas explored through poetry Language and literary features Writing and performing my own poems

**These are topics studied in past years. A prominent and controversial current issue is chosen each year for the 'Analysing Argument' part of the course.*
Students have many opportunities to exercise choice, voice and agency in their English classes at BSC. Assessment tasks, texts for study, issues, reading texts, topics for presentations...are just some of the examples you may like to try.

DURATION

Year

POSSIBLE PATHWAYS

- *VCE English*

ENGLISH

- Comprehension
- Reading
- Writing
- Oracy

PACE21 ENGLISH CORE PLUS

We use language, literacy and communication skills constantly each day. The study of English aims at developing these and other transferrable skills to help you prepare for any pathway.

What we do:

English Core Plus is designed to be an enhanced version of English Core. Students develop high-level skills in reading, writing, speaking and listening through rich and challenging tasks. We place a strong focus on students becoming aware of their current skills and striving for mastery. You will assess yourself against a range of challenging criteria and set yourself stretch goals for growth. You are expected to monitor your progress towards reaching your goals with teacher guidance and support. We emphasise the importance of discussion and collaboration with peers to share and extend knowledge and to challenge each other to aspire to higher and higher expectations. Core Plus readies students for the rigour of VCE English.

What we will learn?

Through the study of current issues of local and global importance, you will gain a deeper awareness of various perspectives and the importance of debate in a healthy, democratic society. Literature with mature themes is also studied to expose you to a wide range of ideas and viewpoints and you will extend your skills in analysing and interpreting ideas, themes, perspectives and messages. You will develop a more complex understanding of the purposes of different texts and authors, analysing how the audience is likely to respond to a particular text or idea.

The building of empathy is integral to the study of English, and it is through studying and discussing a wide range of texts and ideas that this is developed.

What you will be assessed on?

You will be assessed on your reading, writing, speaking and listening skills through a series of assessments designed to develop your knowledge, skills and fluency, including:

-analytical essays
-regular reading reflections
-studies of challenging texts
-persuasive writing forms
-narratives
-poetry
-imaginative pieces in response to texts
-oral presentations
-debates
-grammar, punctuation and spelling
-note-taking
-sentence structure
and many more...

DURATION

Year

POSSIBLE PATHWAYS

- *VCE English*

ENGLISH

- Comprehension
- Reading
- Writing
- Oracy

PACE21 ESSENTIAL ENGLISH

You may be interested in an applied learning pathway of VCAL, VET and TAFE studies, a school-based apprenticeship, a post-graduation traineeship, or employment after graduation. The subject Essential English is a particularly suitable option for you, as it revolves around English for practical purposes, rather than mostly academic ones.developing these and other transferrable skills to help you prepare for any pathway.

What we do:

Essential English develops and strengthens reading, writing and oracy skills through engaging students with resources that reflect your interests, passions and pathways. We strongly emphasise literacy skills which have a real application to work and life. Reading enjoyment is fostered through freedom of choice and your will be explicitly taught a variety of reading strategies.We build skills in the mechanics of writing and consolidate understanding of the writing process, working on developing clear and concise written expression. You are supported to build important learning dispositions and competencies by setting clear reading and writing goals, identifying blockers and strategies to address them.. We support you to establish a Learning and Literacy Portfolio.

What we will learn?

You will read texts that reflect your interests and passions in regular, uninterrupted, silent reading sessions. We make the enjoyment of reading a priority so you can become engaged with this. You collate the extended written pieces you develop over the course of the term. This includes a persuasive letter and written responses to short texts studied including drafts and polished pieces. The focus is on your growth in relation to writing engagement and length, audience and purpose, structure and cohesion, and the mechanics of writing: vocabulary, grammar, spelling, punctuation and legibility.

What you will be assessed on?

You will be assessed on your reading, writing, speaking and listening skills through a series of assessments designed to develop your literacy, communication skills and fluency, including:
-goal setting, monitoring, and reflecting on your progress and achievement
-regular reading reflections
-reading comprehension
-folio of writing pieces
-presentations
-grammar, punctuation and spelling
-sentence structure
and many more...

DURATION

Year

POSSIBLE PATHWAYS

- *VCAL*

Essential English is specifically for students in PACE 2 and 3 as it is a pathway into applied learning. It focuses on literacy for practical and work purposes and is recommended for students who will undertake skills-based training, trades or apprenticeships in senior years. It is not a suitable pathway for students wishing to undertake academic studies such as VCE English at senior levels.

Younger students (PACE 1) who wish to do Essential English should undertake English Core, as it is designed as a general course for students of all ages and abilities. For extra literacy support, we also encourage you to study Foundation Literacy.

ENGLISH

- Comprehension
- Reading
- Writing
- Oracy

PACE21 FOUNDATION LITERACY

Literacy skills such as reading, writing, speaking and literacy are essential foundations for schooling, work and being an active citizen. If you need more support in a small group environment to develop these skills, consider taking this subject on.

What we do:

Foundation Literacy classes are very small (fewer than ten students) to enable students to receive more personalised attention and an individualised plan. You will work on reading a variety of different types of texts, targeting the skills and the reading level specific to your needs. Writing skills be be worked on in manageable chunks and you will gain fluency from regular practice at specific skills. One period a week of this class will be dedicated to learning support, when you can bring in work from other subjects and get help from the tutors for the literacy components of it.

What we will learn?

Work will be personalised to your needs in the areas of reading and writing in particular. Speaking will be developed through participation in discussions and the development and practice of presentations if needed. Some of the reading and writing activities you can expect to work on are:

- How to write in an extended way, using proper paragraphing
- Punctuation skills
- Grammatical areas of need
- Writing more complex sentences
- Reading and comprehending a variety of texts and genres
- Writing spontaneously and imaginatively
- Spelling

What you will be assessed on?

You will be assessed on the growth in your skills in reading and writing, including spelling, grammar and punctuation. This will be through formal and informal testing.

DURATION

Year

PREREQUISITES

To be taken in conjunction with PACE21 English

Pathways through English at BSC:

Foundation Literacy is not a replacement for English, but is designed as an extra subject to give more guidance to students needing literacy support. It is suitable for students in any of the PACE years and can also be taken by senior students if it fits into your timetable. If you are a PACE student and choose to do Foundation Literacy, it will run instead of one of your Deep Learning Electives.

MATHEMATICS

- Numbers and patterns
- Problem solving
- Investigating Maths
- Using ICT

PACE21 MATHEMATICS

No matter what level of maths you currently have, this subject is where you can develop your skills further. Both VCE and VCAL pathways are catered for.

What we do:

Students will develop mastery of fundamental math skills in various topics through the use of online programs and offline activities. The use of a workbook to display solution pathways is a requirement of all Mathematics students so that fluency and application of Mathematical techniques can be practised. Students will have the opportunity to participate in extension activities including maths competitions and challenges.
Participation in enrichment tasks to broaden understanding is strongly encouraged and learning opportunities in real-life contexts is provided at all levels.
Excursions may include visiting businesses (such as supermarkets, banks, hardware stores), visiting Banyule Tech School for a design workshop, visiting La Trobe University to see applications of maths or visiting relevant exhibitions in Melbourne related to mathematical concepts.

What we will learn?

Students build knowledge of adaptable and transferable mathematical concepts in number, algebra, measurement, geometry, statistics and probability. They use mathematics to represent meaningful situations, design investigations, plan their approaches, apply their existing strategies to seek solutions, and verify that their answers are reasonable. They learn to reason mathematically by explaining their thinking when they deduce and justify strategies used and conclusions reached. Students also learn to use technology including calculators, spreadsheets and online software for modelling and solving problems.

What you will be assessed on?

In addition to regular skills checks, formal assessments students are likely to complete include:

- Topic tests
- Rich problem solving tasks
- Projects and research-based tasks
- Application tasks and modelling
- Portfolio work
- Surveys and data collection

DURATION

Year

POSSIBLE PATHWAYS

- *VCE Foundation Mathematics*
- *VCE General/Further Mathematics*
- *VCE Mathematical Methods*
- *VCE Specialist Mathematics*

Digital Subscription: $30
Personal Whiteboard service cost: $10
Optional Math Competition: $6.50
Optional Math Challenge: $25.50

MATHEMATICS

- Numbers and patterns
- Problem solving
- Investigating Maths
- Using ICT

PACE21 MATHEMATICS

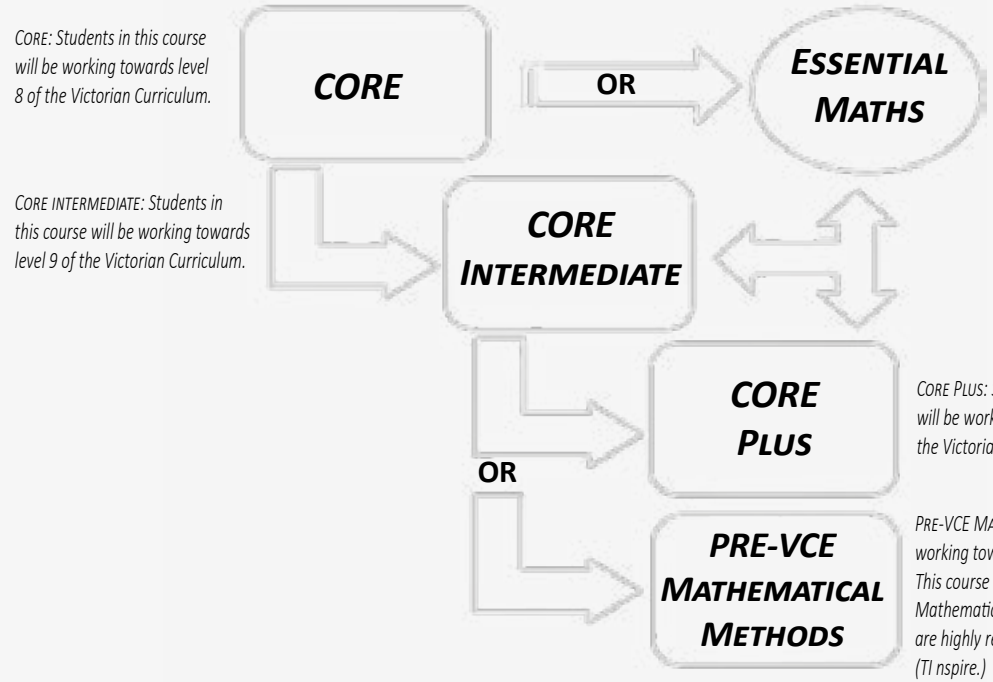
Pathways through Mathematics at BSC:

All students acquire and build skills at different rates. Some students may work quickly through the pathways, and others may face more challenges. It is important that families discuss course selections with their young person and make choices that work best for their pathway. Teachers will advise and support families with this decision.

Acceleration through the pathways is possible by achieving outstanding results in pre-tests and by achieving consistently excellent results at the appropriate level. Students are encouraged to discuss this with their teacher. In addition, teacher recommendations will be provided as part of the course selection process.

PACE students wishing to accelerate into VCE studies early should meet the following requirements:

- Testing above level 9.5 (consistently)
- Teacher recommendation
- Proven work ethic (attitude, behaviour, communication)
- Willingness to meet the VCE course requirements (including resources and work expectations)



CORE: Students in this course will be working towards level 8 of the Victorian Curriculum.

ESSENTIAL MATHS: Students in this course will be working on essential maths skills aimed at levels 5 to 7 of the Victorian Curriculum. This will prepare students for applied pathways and VCE Foundation Mathematics.

CORE INTERMEDIATE: Students in this course will be working towards level 9 of the Victorian Curriculum.

CORE PLUS: Students in this course will be working towards level 10 of the Victorian Curriculum.

PRE-VCE MATHS METHODS: Students in this course will be working towards level 10A of the Victorian Curriculum. This course aims to prepare students for studies in VCE Mathematical Methods. Students undertaking this course are highly recommended to purchase the CAS calculator (TI nspire.)

DURATION

Year

POSSIBLE PATHWAYS

- *VCE Foundation Mathematics*
- *VCE General/Further Mathematics*
- *VCE Mathematical Methods*
- *VCE Specialist Mathematics*

Digital Subscription: $30
Personal Whiteboard service cost: $10
Optional Math Competition: $6.50
Optional Math Challenge: $25.50

SOCIAL, EMOTIONAL LEARNING

- Self management
- Wellbeing
- Leadership
- Pathway Planning
- Employment Skills
- Team Work

PAL PROGRAM

PAL is key to our strong sense of community across the school. Every student at BSC has a PAL teacher who is responsible for knowing and caring for everyone in their class. Your PAL teacher will work to foster your potential as a learner, encourage and recognise positive behaviours, and remain alert and responsive to difficulties you may experience from time to time.

In 2022 each PAL will consist of a teacher and a group of students who started together in Entry (Year 7). Your PAL will, where possible, remain connected and together as you follow your personalised pathway during the years you spend at Bundoora Secondary College.

Think of your PAL as your 'school family'. You will build strong and supportive connections with the other students in your PAL, and your PAL teacher will be the primary college adult who provides a deep level of care, and who understands your circumstances. Importantly, your PAL teacher will be your academic and wellbeing coach and will help you grow throughout your time at Bundoora Secondary College.

What we do:

PAL is designed to be a holistic program incorporating care for your education, your (learning and career) pathway, and your mental and physical health.

Your PAL teacher will work with you to develop your Individual Education Learning Plan. They will then meet with you regularly to discuss your progress and together you'll investigate learning opportunities and personal growth strategies.

Your PAL teacher will be your advocate at the school. They will assist you to discover your 'voice and choice' and encourage and support you to achieve your personal goals. Your PAL teacher will be the school liaison for you regarding any communication that occurs between you and the school.

What we will learn?

Your PAL teacher will develop a personalised program for you in the following areas:

- **Career Education** (Self Development, Career exploration, Career Plans)
- **Mental health** (including resilience, coping strategies, growth mindset, positive psychology and help seeking options)
- **Sexual health** (sexual development, puberty, gender, identity, role of social media, conception, contraception, STI's, sexual decision making and help seeking options)
- **Physical health** (including nutrition, exercise, body acceptance and help seeking options)
- **Safe environments** (including relationships, parties, online, bullying, anti- discrimination and help seeking options)
- **Learning Dispositions** (Persistence and Initiative, Adaptability and Resilience, Curiosity, Critical Thinking & Creativity, Communication & Collaboration, Foundational Literacies, Leads Self & Others)

DURATION

Year

TBC

PACE21 INDEX

PACE21 SPECIALIST ELECTIVES

ENGLISH SPECIALIST

Pre-VCE Literature

DESIGN & TECHNOLOGY

BSC Farm

Design & Technology

Digital Technology

Food Technology

HUMANITIES

History Battles: A World at War

Law, Democracy and You!

LANGUAGE

Level 8 German

Level 9/ 10 German

Victorian School of Language

PERFORMING ARTS

Drama

Dance and Movement

Music Performance

Music Technology

PHYSICAL EDUCATION

Team Sports

Striking Sports

Physical Education – Year long

SCIENCE

Human Science

Physical Science

Our Universe and Our History

Scientific Investigations

THE VISUAL ARTS

Graphics

Media

2D Arts

Sculpture

DESIGN & TECHNOLOGY

- Practical, hands-on learning
- Learn to care for animals
- Sustainability

- Practical, hands-on learning
- Improving the quality of life by designing creative, innovative and sustainable products

BSC FARM

Are you interested in?

The goal of this specialised elective is to build a highly productive urban farm on the grounds of the college. It's perfect for you if you're a 'hands-on' person who's interested in learning about handling animals, growing food, and using resources in a highly sustainable fashion.

What we do:

In BSC Farm, you will help develop and run the school farm. This will involve growing fruit and veggies for markets, the canteen and the food technology kitchen. You'll also have the opportunity to raise and care for the school's animals which currently includes fish, rabbits, chickens and miniature goats (and you'll help decide what comes next!). For the technically minded, you can learn backyard building skills as we create garden beds, paddock fences, poultry pens and perhaps a pizza oven.

This is a subject for people who like to learn by 'doing', so be prepared to get hot and dirty doing real farm work in most lessons.

What we will learn?

Although learning will take different directions based upon your specific interests, all students will learn to work safely with live animals. This will involve learning the necessary skills to care for them and to keep them healthy and happy. Depending upon the animal, you'll learn how to correctly feed, complete health checks, provide enrichment, set-up and maintain enclosures, selectively breed for showing, and much more.

In the school gardens we'll not only learn about propagating, growing, and harvesting fruit and vegetables. We'll also practice and learn more about sustainable living based on sound ecological principles. You'll learn about energy efficiency, water efficiency, building by using recycled and natural materials, and importantly building local community.

What you will be assessed on?

This will vary depending on your passions and interests. All students will be required to maintain a detailed learning journal and to complete a 'passion project' that they will negotiate with their teacher.

DURATION

Semester 1/2

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE Agriculture (Coming soon in 2022)*

TBC

DESIGN AND TECHNOLOGY

Are you interested in?

Product design and manufacture or using tools and technology to build things.

What we do:

Working as a product designer, you will choose to develop a new product for an intended user. You will manage your own projects and use design thinking to help you research, generate concepts and realise your own unique concept. You will then produce your designed solution in a number of materials predominantly wood and/or plastics.

What we will learn?

The focus will be on the four stages of the product design process; Investigating and defining, design and development, planning and production and evaluation. Utilising Computer Aided Design (CAD) you will develop a prototype and a design portfolio leading to a final solution. Working in a collaborative and creative environment you will be encouraged to be as innovative as possible. Your final designed product can be manufactured by hand or using various other tools and technology including a CNC router or 3D printer.

What you will be assessed on?

The completion of the design process including a design folio with all research, design development, CAD work and/or a prototype. You will also be assessed on practical and problem solving skills and most importantly the finished product.

DURATION

Semester 1/2

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE Product Design and Technology*

Approximately $50

DESIGN & TECHNOLOGY

- Designing and building gadgets
- Practical application of building skills
- Programming
- Nutrition
- The Food Industry

DIGITAL TECHNOLOGY

Are you interested in?

Creating your own computer programs, apps, games or building and coding robots.

What we do:

This course offers a wide variety of experiences in the study of coding, product design, testing and evaluation utilised in many design industries. Students will gain knowledge and apply computer science principles in designing digital solutions, planning and design, basic programming, evaluation, client feedback, etc. Projects will be negotiated with the teacher but largely based on student choice. There is also the opportunity to compete against other schools in robotics tournaments.

What we will learn?

Through investigation and experimentation, you will develop a deeper understanding of robotic technology and coding. Working as a product designer in a collaborative and creative environment you will be encouraged to be as innovative as possible. With no expectations of prior knowledge, you have the option of creating fun and functional apps for smartphones, explore the fundamentals of web programming by adapting each app into a fully-functional web version using HTML, CSS, and JavaScript. You will investigate how to design effective user interfaces, while also developing code to solve complex problems. You'll work on an extended personal project which could be a fully developed program of your own choice, your own app or functional robot.

What you will be assessed on?

You will be assessed on your ability to apply the key knowledge and skills of the course as well as the completion of the design process, practical skills and the finished product.

DURATION

Semester 1/2

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE Computing*

Approximately $30

FOOD TECHNOLOGY

Are you interested in?

You will gain a taste of skills that could lead to a creative food pathway for individuals or events – focusing on emerging job roles- # trends, food sustainability, let's eat out!

What we do:

You will observe changing food trends that colour our choice of meals and the skills we need to produce food within our families. Food hygiene skills will be applied to enable you to produce safe and hygienic foods in a range of fun and challenging production activities. You will be involved in cooking production sessions that involve food science principles, the function of staple ingredients and the techniques to produce successful recipes. Activities will include skill building tutorials, individual design briefs and real life opportunities, such as themed guest functions, canteen lunch menus or college event catering.

What we will learn?

You will develop skills in food preparation and presentation. You will explore a range of cooking skills and gain an understanding of following recipes to independently produce contemporary meals, baking and desserts or fine tune culinary techniques and decorations styles designed to serve at catering and event standard. You will develop an understanding of how our changing environment, nutritional requirements and the role of media impact on the food we can produce and consume.

What you will be assessed on?

In this subject, students negotiate food production skills and technique development gained as part of their Assessment Portfolio, linking directly to the completion of cooking tasks. Students actively participate in the Sensory Evaluation of production tasks and provide reflection and evaluation using P ractical Reports, observation of trends and researched data.

DURATION

Semester 1/2

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE Food Studies*

Approximately $40

ENGLISH

- Comprehension
- Reading
- Writing
- Oracy

PACE21 PRE-VCE LITERATURE

If you love reading/films or want to really focus on your responses to texts, then this subject prepares you for entry into VCE literature or for the focus on text in VCE English.

What we do:

You will read and respond to a variety of multi-modal texts, and be introduced to, and explore, the prominent literary theories such as post colonialism, feminism and race theory. We will investigate an author's intent and messages as well as the cultural and historical contexts of texts and their writers. You will be introduced to passage analysis, doing a close reading of parts of a text and making an interpretation.

What we will learn?

You will examine features of literature, identifying how texts vary in purpose, audience, structure and topic as well as the degree of formality. We will describe the effects of ideas, text structures and the language features of literary texts, such as plays, short stories, film, novels and multi-model forms.

What you will be assessed on?

You will set stretch goals for your development in particular aspects of reading and writing and will reflect on your progress against your goals on a regular basis. Assessment is based on the progression of skills for expository and narrative writing continua. Typical assessment tasks are:

- a creative response to a text, drawing on its ideas and literary features
- a passage analysis from a close reading of a text
- reading reflections
- analytical essays in response to a particular text
- a comparison of the texts in two different forms (e.g. novel and film)

DURATION

Year

PREREQUISITES

To be taken in conjunction with PACE21 English

Pathways through English at BSC:

This is a specialist English class and is designed for students who wish to study VCE literature in subsequent years. It is an excellent lead into Units 1 and 2 Literature. Due to the challenging content of this subject, it is recommended for students who:

-love reading and literature

-read and write at Level 9 or above

-have been recommended by their English teacher to study Literature.

HUMANITIES

- Hands-on/ practical learning
- Group work
- Design/creativity

HISTORY BATTLES: A WORLD AT WAR

Are you interested in?

You will learn about a key event in world history and the significant role played by Australians in its outcome.

What we do:

You will watch short documentaries, participate in quizzes and create your own presentations. You will study primary source materials such as photographs, diaries and newspaper reports. You will choose your own topic, questions and method of presentation for your detailed project. We will choose a film about WWI or WWII to watch and there may be an opportunity to visit the Shrine of Remembrance or the Victoria Cross Estate in Macleod.

What we will learn?

You will develop your knowledge of historical concepts and build your historical analysis skills. You will sequence events leading to war and identify patterns of cause and effect during the war, through use and analysis of historical sources. You will develop an understanding of the importance of this event in the 20th century and the effects that this conflict had on the world and on Australia

What you will be assessed on?

You will design a scientific poster to share your experimental design, the results of your investigation and what conclusions you can make from your investigation.

DURATION

Semester 1

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE History*
- *VCE Business*
- *VCE Economics*
- *VCE Global Politics*
- *VCE Geography*
- *VCE English*
- *VCE Legal Studies*

LAW, DEMOCRACY AND YOU!

Are you interested in?

Are you interested in how laws are made, or what the process is when a person is charged with a crime? Why do we have the legal system we have, and how has our democratic system of government and law developed? What is YOUR role in our society?

What we do:

You will investigate Australia's legal system, explore the court hierarchy, jurisdictions, penalties, the roles of judges and juries, and how young people are treated as opposed to adults. You will have the opportunity to direct areas of focus within the class. For example, current and historic crimes may be investigated, young people and the law may be studied, questions around sentencing and whether penalties are appropriate may be debated. In addition, you'll explore broader facets of Australian democracy and alternative forms of government. Visits to courts, Parliament House and other civic institutions may be organised.

What we will learn?

You will analyse aspects of Australian democracy, and explain features that enable active participation. You will analyse the role of Australia's court system and explain how Australia's legal system is based on the principle of justice; you will describe types of law and how laws are made.
You will evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices. You may also analyse Australia's global roles and responsibilities.

What you will be assessed on?

You will compile and analyse a folio of current crimes. You will investigate and debate the issue of capital punishment. You'll examine our democracy and contrast this with other forms of government. You will also have the opportunity to direct areas of focus within the class and negotiate some assessment tasks.

DURATION

Semester 2

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE Business*
- *VCE Economics*
- *VCE Legal Studies*

LANGUAGES

- Developing their German language skills for VCE
- Self-driven for inquiry-based learning
- Participating in the South Autralian German Origins Tour

Second language studies in VCE are "designed for students who have typically studied the language for at least 200 hours prior to commencing Unit 1". In order to go into VCE German, students must complete Levels 8, 9 and 10 German consecutively.

LEVEL 8 GERMAN

Are you interested in?

Interested in the fields of science, medicine, technology, commerce and industry? Communicating in German? A deeper understanding of German culture? Travelling to Europe?

What we do:

You will develop your German language skills through a range of communication activities: listening, speaking, reading and writing.
You have the option of participating in the German poetry competition.
In Semester 2 you have the opportunity to participate in the South Australia German Origins Tour.

What we will learn?

You will learn about the benefits of learning German, how to describe and give opinions on clothing; how to use text type features to create a fashion advertisement in German; how to recite a poem with expression to convey meaning, how to give the time, talk about school, food and pets.

What you will be assessed on?

Presentation of oral tasks e.g creating a role play; creating a fashion poster or advertisement, writing tasks, listening and reading tasks.

DURATION

Year

PREREQUISITES

Entry level German

RECOMMEND LEVEL

PACE 1

POSSIBLE PATHWAYS

- *Level 9 and 10 German.*
- *VCE German*

Optional - South Australian German Origins Tour Approximately $550

LEVEL 9/10 GERMAN

Are you interested in?

Interested in the fields of science, medicine, technology, commerce and industry? Communicating in German? A deeper understanding of German culture? Travelling to Europe?

What we do:

Level 9/10 German is a two-year cycle.
You will continue to develop your German language skills through a range of communication activities: listening, speaking, reading and writing.
Level 9 students have the option of participating in the German poetry competition.
In Semester 2 students have the opportunity to participate in a 'German Day Out' city experience.

What we will learn?

The topics covered may include:
Tourism; daily routine; in a restaurant; transport & travel; house: rooms and furniture; in the city; and weather.

What you will be assessed on?

Presentation of oral tasks e.g buying a train ticket role play; ordering food in a restaurant role play; designing and describing your dream house, writing tasks, listening and reading tasks.

DURATION

Year

PREREQUISITES

Level 8 German

RECOMMEND LEVEL

- *PACE2*
- *PACE3*

POSSIBLE PATHWAYS

- *Level 9 and 10 German.*
- *VCE German*

German Day Out city experience - $40

PERFORMING ARTS

- Creativity
- Self expression
- Expressing and furthering their artistic creativity and skill level

MUSIC PERFORMANCE

Are you interested in?

Learning about developing your skills as a musician? Do you enjoy playing and learning various musical instruments? Do you enjoy performing music as a part of a group or a soloist or do you enjoy song writing?

What we do:

During the semester of Music Technology, you will have voice, choice and control in exploring content in some of the following areas:

- Learning musical instruments at school.
- Performing music as a member of a band.
- Starting up your very own band.
- Self-paced and individual practice.
- Discovering new songs, genres and in-depth technical skills on your instrument.
- Exploring various genre of music through playing and performing.
- Listening and analysing music.
- Jamming with your peers and experimenting with different instruments.
- Song writing and lyric writing.
- Working in our very own recording studio recording other students' songs.
- Creating album artwork and performance posters for performances and recordings.
- Applying music theory within various song writing methods.

What we will learn?

As part of the curriculum, you will develop music knowledge and skills in arranging, improvising, composing and manipulating, music techniques and develop musical ideas. You will also create, practice, plan, and rehearse music and present, perform and evaluate music techniques and musical expression.

What you will be assessed on?

Throughout the semester you will be working towards the completion of a Music Performance folio or project that can include a number of different elements of your own choice. As this is a "Project Based" style elective, you will be able to develop a flexible project that suits your music performance interests.

DURATION

Semester 1

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VET Music*
- *Instrumental Music*
- *Music Technology*

MUSIC TECHNOLOGY

Are you interested in?

Learning about the music industry and how live music and recording music work? Do you enjoys learning about sound and how to make sound, composing and arranging computer music, mixing and mastering music, working with music equipment, recording and setting up equipment for shows?

What we do:

During the semester of Music Technology, you will have voice, choice and control in exploring content in some of the following areas:

- DJing and mixing music for events.
- Sampling, mixing and mastering music.
- Creating your own remixes for sound cloud or social media and promotion of your music.
- DJing and scratching with vinyl records.
- Making electronic music and using the computer.
- Working and learning about sound equipment and lighting.
- Setting up equipment for a live performance.
- Making sound and music for film, video and animations.
- Podcasting or radio.
- Learning about microphones, mixing and recording equipment.
- Working in our very own recording studio recording.
- Experimenting and making sounds and sound FX from scratch.

What we will learn?

As part of the curriculum, you will develop music knowledge and skills in arranging, composing and manipulating, music techniques and develop musical ideas. You will also create, practice, plan, and rehearse music and present, perform and evaluate music techniques and musical expression.

What you will be assessed on?

Throughout the semester you will be working towards the completion of a Music Technology folio or project that can include a number of different elements of your own choice. As this is a "Project Based" style elective, you will be able to develop a flexible project that suits your music technology interests.

DURATION

Semester 2

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VET Music*
- *Instrumental Music*
- *Music Performance*

PERFORMING ARTS

- Creativity
- Self expression

- Expressing and furthering their artistic creativity and skill level

DRAMA

Are you interested in?

Drama Skills will prepare you for your future. It will allow you to develop a range of skills which will help you in real life situations such as communication and team work.

What we do:

Students will have the ability to develop and create their own performance based on a stimulus material. They will be able to explore the different elements that make up a performance by working in small teams. They will also go see a live performance which they will be required to respond to, in order to prepare students for VCE subjects.

What we will learn?

Students will be developing important skills such as:

- Interpersonal and communication skills
- Team work
- Emotional Intelligence
- Leadership Skills

What you will be assessed on?

Students will be developing their own play. They will have a change to explore the different elements that goes into making a performance. They then will choose their interest and develop a group based on their choice. Some of the elements may cover make up, set design, acting etc. Students will be assessed on a performance evaluation and also their final performance, which will be shown in front of a live audience.

DURATION

Semester 1

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE Drama*
- *VCE Theatre Studies*

Approximately $10

DANCE AND MOVEMENT

Are you interested in?

Do you enjoy dancing……or wish you could dance? Do you want to break up your day with a fun subject that helps keep you fit? If you answered 'YES', this performing arts subject is for you.

What we do:

In this class you can look forward to learning, creating, and performing choreography. We will be working as a troupe, in small groups and individually. All levels of fitness, knowledge and experience will be catered for. There will be opportunities to watch dance performances and to showcase our own. As a team we will welcome and encourage one another, build confidence, and challenge ourselves. We will also explore a wide range of dance styles and the history of dance.

What we will learn?

We learn about dance: styles, techniques, dance-through-the-ages, choreography, improvisation, dance theory and cultural influences.
We learn about movement: story-telling through movement, how our bodies move, body alignment and basic anatomy.
We learn about ourselves: what our bodies can do, what our minds can remember, what we can create, what we enjoy, teamwork and communication skills, safe dance and self-care, personal stamina and strength, and self-evaluation and reflection.
We learn about others: famous dancers, working together as a team and professional performances.

What you will be assessed on?

Practical assessment for this subject will be based on your personal levels of involvement, teamwork and improvement.
Theoretical assessment will be based on a personal project that will demonstrate your learning about a style of dance, an age of dance, or a famous performer.

DURATION

Semester 2

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE Dance*
- *VET Dance*

Approximately TBC

PHYSICAL EDUCATION

- Sport and exercise
- Health and fitness
- Physical activity
- Health
- The science of nutrition

TEAM SPORTS

Are you interested in?

You enjoy developing your health and fitness. You have a desire to improve your skill levels in a variety of team sports and minor games and working as part of a team.

What we do:

You will participate in a number team activities including Minor Games, Netball, Basketball, Volleyball, European Handball, Dodgeball, Ultra Frisbee, AFL, Soccer, Gaelic, Gridiron, Rugby. Throughout these sports you will develop hand eye coordination and the ability to catch, throw or kick an object. You will work together as part of a team and develop your tactics and game play. There will be a theoretical focus on skill acquisition and skill learning.

What we will learn?

Team Sports aims to develop student's ability to proficiently perform skills and work in teams in Netball, Basketball, Volleyball, European Handball, Dodgeball, Ultra Frisbee, AFL, Soccer, Gaelic, Gridiron, Rugby and throwing, catching and kicking Minor Games. Students develop and implement strategies for improving and contributing to team goals. Students will also develop knowledge of skill acquisition.

What you will be assessed on?

You will be assessed on your ability to perform skills and work as part of a team in each of the team sports. You will choose any of the team sports and perform a pre and post test on a specific skill and try and develop this skill further. Students will create/develop a coaching session using game sense strategies that focuses on skill development, fun and fitness for their class.

DURATION

Semester 1

PREREQUISITES

None

RECOMMEND LEVEL

PACE 1 & 2 levels

POSSIBLE PATHWAYS

- *VET Sport and Recreation*
- *VCE Physical Education*

STRIKING SPORTS

Are you interested in?

You enjoy developing your health and fitness. You have a desire to improve your skill levels in racquet and stick sports and working as part of a team.

What we do:

You will participate in a number of stick and racquet sports including Hockey, Softball, Baseball, Lacrosse, Golf, Cricket, Tennis, Badminton, Table Tennis, Squash, Bat Tennis, Racquet Ball and Striking Minor Games. Throughout these sports you will develop hand eye coordination and the ability to strike an object. You will work together as part of a team and develop your tactics and game play. There will be a theoretical focus on skill acquisition and skill learning and biomechanical principles.
You will visit Kingsbury golf driving range, mini golf, Bundoora Tennis club and Latrobe University squash courts.

What we will learn?

Stick sports aims to develop student's ability to proficiently perform skills and work in teams in Hockey, Softball, Baseball, Lacrosse, Golf, Cricket, Tennis, Badminton, Table Tennis, Squash, Bat Tennis and Racquet Ball. Students develop and implement strategies for improving and contributing to team goals. Students will also develop knowledge of biomechanics.

What you will be assessed on?

You will be assessed on your ability to perform skills and work as part of a team in each of the stick and racquet sports. You will choose any of the stick and racquet sports and perform a biomechanical assessment of your skills in these sports.

DURATION

Semester 2

PREREQUISITES

None

RECOMMEND LEVEL

PACE 1 & 2 levels

POSSIBLE PATHWAYS

- *VET Sport and Recreation*
- *VCE Physical Education*

Approximately $60

PHYSICAL EDUCATION

- Sport and exercise
- Health and fitness
- Physical activity
- Coaching

HEALTH AND PHYSICAL EDUCATION

Are you interested in?

You enjoy developing your health and fitness. You have a desire to improve your knowledge and skills in athletics, gymnastics, game sense learning (minor games), recreational activities, fitness (strength and conditioning) and enjoy working as part of a team.

What we do:

Physical Education aims to contribute to the physical, mental and social development of the students by educating them in and about human movements. Students will participate in a diverse range of practical and recreational activities as well as gain a level of understanding in theoretical aspects of P.E. through practical activities and experiments (labs). Excursions to local sporting facilities can be chosen by students e.g Ten Pin Bowling, Lawn Bowls, Golf, Indoor action centre.

What we will learn?

You will develop physical skills in a variety of sports/ activities ranging from athletics, gymnastics, game sense learning (minor games), recreational activities to fitness. You will analyse how the body systems work and how the body completes physical activity by looking at biomechanics, skill learning, fitness components and training methods. You will also be exposed to correct training principles in our strength and conditioning gym.

What you will be assessed on?

You will be assessed on your ability to perform skills and work as part of a team. You will complete a range of labs reinforcing theoretical knowledge.

DURATION

Year

PREREQUISITES

None

RECOMMEND LEVEL

PACE 1 & 2 levels

POSSIBLE PATHWAYS

- *VCE Health and Human Development*
- *VCE Physical Education*

Excursions costs (chosen by students)

SCIENCE

- Critical thinking
- Problem solving
- Researching

HUMAN SCIENCE

Are you interested in?

If you are interested in a career in sport, health or would just like to gain an insight into why people think, feel and behave the way they do then this subejct is for you!

What we do:

You will learn the essential concepts in Biology which help your body to function and for our environments to thrive. You will explore aspects of cells, organs, anatomy, organisms, communities, ecosystems. You will investigate the structures of the brain and nervous system and how psychology has become a significant branch of scientific study.

What we will learn?

Students will explore human behaviour, brain anatomy and function with both a biological and psychological perspective. You will learn how to plan, conduct and reflect on practical work using the scientific method. You will develop skills in researching, writing and communications skills. You will develop your scientific presentation skills.

What you will be assessed on?

You will have the choice to complete a research investigation, investigation of an issue or scientific experiment. As this course is student directed, assessment and feedback come in a range of forms and these assessments may change depending on the course context.

DURATION

Semester 2

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE Biology*
- *VCE Psychology*

OUR UNIVERSE AND OUR HISTORY

Are you interested in?

Are you interested in making a scientific discovery? Thinking of doing Have you ever wondered where everything in the Universe has come from? Do you question where it is heading? Have you considered what the early Earth was like and how it developed into the diverse planet we live on today? 'Our Universe and Our History' tells the story of the Universe, starting from the Big Bang. The course explores the formation of stars, planets, life on Earth, modern civilization — and what might exist in the future.

What we do:

Throughout 'Our Universe and Our History' you will explore the creation of the Universe and the series of 'goldilocks' events that have shaped it. You will examine these key events in history using a mix of structured learning experiences and self-guided inquiry. You will engage in deep discussions and debates about how different the Universe could have been without these pivotal developments. By researching others' theories and weighing up competing ideas, you will be challenged to imagine and describe your own views for what is and what could be. Skills and knowledge are developed through reading, writing, watching and doing.

What we will learn?

As you journey through nearly 14 billion years of history you'll discover the modern, evidence-based scientific account of cosmic history, beginning with the origin of the Universe. You'll examine the major events and processes that have led from the Big Bang to us. This includes the formation of galaxies, stars and planets, the formation of the Earth, the origin and evolution of life on Earth, the emergence of humanity, and the various forms of human societies from prehistoric times through to today. During your journey through Science and History, you will be exposed to a wide variety of scientific disciplines and discover how Science and History join to provide a picture of your place in space.

What you will be assessed on?

You will complete scientific investigations and be assessed on your ability to draw conclusions and communicate your understanding of relevant scientific concepts. You will also have the opportunity to demonstrate your understanding on any part of the course through the creation of a digital presentation.

DURATION

Semester 2

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE Physics*

SCIENCE

- Critical thinking
- Problem solving
- Researching

PHYSICAL SCIENCE

Are you interested in?

Are you interested in the key concepts that underpin the science of physics and chemistry? Do you want to know how science can be applied to real world applications through research and practical activities? Investigating physical concepts as it applies to industries such as aviation, building design, energy production as well as acoustics and optics and design and conduct research and practical investigations on relevant topics related to chemical sciences.

What we do:

You will carry out activities and investigations that explore and examine current thinking around the areas of forces and motion, the nature of electricity and circuit design, light and sound in terms of wave motion. You will examine the interactions between atoms and molecules through scientific investigations and practical experiments. You will investigate the atomic model in order to understand why chemical reactions take place.

What we will learn?

You will learn how to identify questions, problems and claims that can be investigated scientifically and make predictions based on scientific knowledge. You will be able to independently and collaboratively plan and conduct research and practical investigations. You will learn how to design fair tests and select appropriate equipment to accurately measure your results. You will learn how to record and display your results using technology before analysing your findings in order to draw conclusions, as well as evaluate your results. You will learn how to reflect upon your investigation and identify improvements for future investigations.

What you will be assessed on?

You will have the choice to complete a research investigation, investigation of an issue or scientific experiment. Topics can be negotiated with classroom teacher based on student interested. Possible examples of assessments: power points, course notes, diagrams, data charts, written tasks, reflections, and graphing.

DURATION

Semester 1

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE Chemistry*
- *VCE Physics*

SCIENTIFIC INVESTIGATIONS

Are you interested in?

Are you interested in making a scientific discovery? Thinking of doing multiple VCE science subjects? You will conduct your own scientific investigation into a topic that interests you.

What we do:

You will explore what makes a good scientific investigation. You will use your new skills in designing, conducting and discussing experimental findings to design your own scientific investigation. You will get to choose the topic of your investigation question. Will you investigate a question to do with physics? Biology? Chemistry? Psychology? Maybe you are interested in sports science and want design an investigation question into an element of improving your sport. You will plan and carry out your experiments, record your results and share what you discover.

What we will learn?

how to make a scientific prediction (hypothesis). You will explore how to design a controlled set of experiments to test your question, consider safety and ethical practices for research (we can't be traumatising our research participants!) and record your scientific method and results so that others can repeat your experiment. You will learn how to analyse your results and make a reasoned conclusion from evidence collected in investigation. You will learn to communicate what you might discover by creating a scientific poster to present your work.

What you will be assessed on?

You will design a scientific poster to share your experimental design, the results of your investigation and what conclusions you can make from your investigation.

DURATION

Semester 1

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE Biology*
- *VCE Chemistry*
- *VCE Physics*
- *VCE Psychology*

THE VISUAL ARTS

- Creativity
- Self expression
- Expressing and furthering their artistic creativity and skill level

GRAPHICS

Are you interested in?

If you like to design things and be creative, this subject for you. Designing logos, illustration work and packaging could lead you towards a career as a product designer or Graphic Designer. This subject may spark your interest in technical drawing and lead you towards a career as an architect.

What we do:

You will look at historical and contemporary designers such as Mambo and Chanel. You will create designs for a client and follow a design process and prepare a final presentation that is suited to a specific audience. The skills you develop and the materials you use will broaden your creative experience in the Arts. Students will have freedom to create their own design work and write their own briefs.

What we will learn?

Students will learn to follow the design and development process from brainstorming ideas to a final folio of design work. Students will gain skills in freehand and technical drawing. Students will have the opportunity to learn about poster design, logo and lettering tasks and creating a 3D house design. They will also develop skills using different materials and tools such as Photoshop to enhance the design work. Research skills and the development of design ability will be improved through the study of design icons.

What you will be assessed on?

Students will be assessed on their design process and creating final presentations. They will be assessed on technical exercises, drawing folio and theory work. They will be assessed on their research tasks on current designers.

DURATION

Semester 1

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE Visual Communication and Design*

Approximately $40

MEDIA

Are you interested in?

Photography, Film Making, Animation, Photoshop, Podcasts, Advertising, Graphic Novels

What we do:

In this elective, students will personalise their learning by developing their own projects in line with their individual interests. Students can choose from a range of Media areas to work in including photography, film making, animation, digital design, podcasts, graphic novel, etc. The learning task will be designed around the chosen topic with the required skills and knowledge being learnt. A media product will be developed and produced to match the intention.

What we will learn?

Making media products includes learning about and using knowledge, skills, techniques, processes, materials and technologies in media arts practices, and to make media artworks that communicate ideas and intentions. It also involves using techniques, technologies and processes to design, produce and distribute media artworks. As students produce a media product they consider both the audience and their own response to developing artworks as an artist.

What you will be assessed on?

This will vary depending on the focus as defined by the student. Most will consist of a folio to demonstrate the investigation and development of the topic/theme and the final media products produced for their intended audience.

DURATION

Semester 2

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE Media*

THE VISUAL ARTS

- Creativity
- Self expression

- Expressing and furthering their artistic creativity and skill level

2D ART

Are you interested in?

Are you interested in 2D art such as painting, print-making and drawing? This course offers you the chance to explore the visual arts, giving you a great opportunity to explore your creative side and will give you an excellent foundation to follow your path into a career in the art area.

What we do:

You will study both historical and contemporary artists and learn to use a variety of media. Working on your choice of topics and themes is an important part of the course. Excursions may involve a visit to the NGV or our wonderful local gallery – Bundoora Homestead Art Gallery.

What we will learn?

Students learn how to draw from observation and communicate ideas in their artwork. They will have the opportunity to develop technical skills using media such as charcoal, pastels, graphite pencils, paint and print-making techniques. Students explore art making techniques and forms including lino-cutting, acetate and mono-printing and use specialist papers and canvas to create original painted artwork.

What you will be assessed on?

A folio containing a series of experimental and finished artworks. Students will also be assessed on their appreciation and understanding of art issues through written research assignments.

DURATION

Semester 1

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE Studio Art*
- *VCE Visual Communication and Design*

Approximately $40

SCULPTURE

Are you interested in?

Are you interested in the creative arts and working with your hands to make amazing sculptures, hand building with clay, using a pottery wheel or carving in stone? Perhaps a future as a stone mason or prop making for

What we do:

You will explore sculpting media such as clay, limestone, wire and paper mache and make sculptures of various sizes and techniques. Excursions to Bundoora Homestead Art Gallery and other Art institutions may also form part of the course.

What we will learn?

You will gain an understanding of how and why artists work to create sculptures throughout history. You will develop skills such as carving in stone, throwing pots on a wheel, glazing and building a ceramic sculpture whilst learning how to design objects of meaning and beauty.

What you will be assessed on?

A design development folio based on your choice of media, sculptural artworks and a written historical and cultural investigation of sculpture.

DURATION

Semester 2

PREREQUISITES

None

RECOMMEND LEVEL

All PACE levels

POSSIBLE PATHWAYS

- *VCE Studio Art*
- *VCE Visual Communication and Design*

Approximately $40

PACE21 INDEX

PACE21 DEEP LEARNING ELECTIVES

SUBJECT	LEARNING AREA				
	Science	Health and Physical Education	Humanities	The Arts	Technology
Are we eating our environment?	X				X
Can art really change the world?			X	X	
Can we make ourselves heard with laughter?				X	
Can we reduce, reuse and recycle for profit?	X				X
Can you be a sporting superstar?	X	X			
Can you be the change?			X	X	
Can you entertain me?				X	
Curious?	X	X	X	X	X
Does money matter?			X		
How can exercise aid exploration?	X		X		
How can I become Better. Faster. Harder. Stronger?	X	X			
How do I turn my idea into a business?			X	X	
How do we grow healthy communities?	X	X			
How do we use technology to improve our lives?	X				X
How do you portray your identity?			X	X	
Is Japanese art and culture unique?			X	X	
New York: A model metropolis?			X	X	
What can we learn from First Australians?			X		
What does it mean to be human?	X		X		
What is my (hi)story?			X	X	
What is my brand in the music biz?				X	
What made ancient civilisations great?			X	X	
What makes a successful music event?				X	
What on Earth?	X		X		
Why does it taste like that?	X				X

DEEP LEARNING ELECTIVE

What is a DEEP LEARNING elective?

At Bundoora Secondary College we recognise that the future world of work requires today's students to develop and hone their skills in self-regulation, communication, collaboration, critical thinking, and problem-solving that they can apply to complex and new situations. This has led to the design of semester-length DEEP LEARNING electives.

The DEEP LEARNING electives have been designed as integrated, inquiry-based units that allow students to deeply explore a meaningful question or challenging problem rather than being restricted to learning the knowledge/skills contained within a discrete learning area. In an inquiry-based learning environment, students are the engines of their own learning and seek knowledge by asking questions. This model for learning allows students to thrive in an environment that is challenging, and dynamic, allowing for more authentic differentiation based on each students' learning capacity, needs and interests. Importantly, this approach still allows teachers to scaffold learning in a way which supports students who may require additional guidance through the process.

DEEP LEARNING@BSC will occur in three key stages:

1. ENGAGE

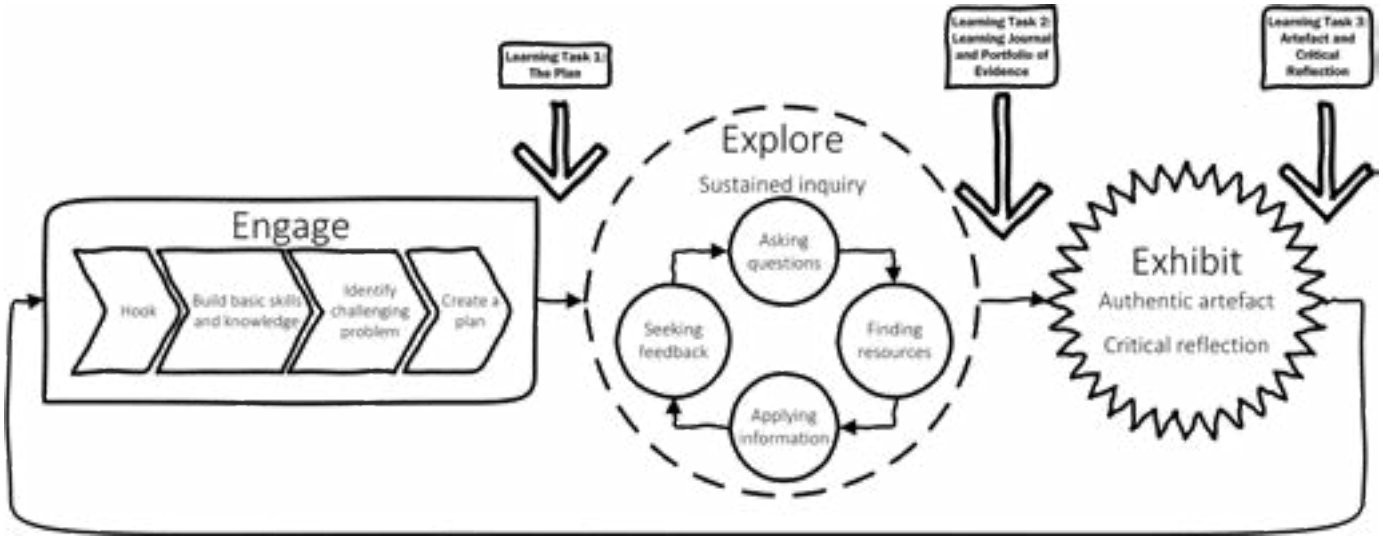
During the first stage students are engaged inquiry-focused learning activities to help them identify and learn content and skills they 'need to know' to be successful with a personal project.

2. EXPLORE

During the second stage students complete their sustained inquiry as they work towards completing their personal project which may involve creating a product or solution to a problem.

3. EXHIBIT

The final stage of a project sees students preparing to showcase their learning and often a final product to staff, peers, parents and/or members of the local community. Critical reflection of the learning journey and exhibition completes the cycle.



DEEP LEARNING ELECTIVES

BIG IDEAS

- *Can art influence the way we think and act as individuals, and as a society?*
- *How do artists make and create change in the world today?*
- *Can we raise awareness of global issues through art?*

ART

HUMANITIES

CAN ART REALLY CHANGE THE WORLD?

Why do people make art? Have you ever taken a brush to paper and used it to pour out frustrations? Students can explore ideas about communication and self-expression through art. People tend to communicate with words, both written and verbal. But sometimes, conveying ideas is done in other ways. You've heard the old saying ''a picture's worth a thousand words'', right? That's because art can get ideas across using a different kind of vocabulary. Some people respond more to visual images than words. Art translates ideas into symbols and also gives the imagination free-reign, allowing you to experience the surrounding world in different ways and then record how you feel about it without relying on words.

Can you create a voice through visual expression? Visual storytelling can be very powerful and can provide a great outlet for expressing emotion, providing a powerful voice and bringing people together that can relate to the artwork. This visual storytelling that you can explore can be drawn from personal experiences, beliefs or views that centre around historical, social or political issues going on in our world today as well as also help dealing with feelings and emotions to provide a healthy way of expressing them.

You will also become more aware of global issues and perceived injustices in our world, and look at ways you can present your views, beliefs and voice through visual expression. Are you ready to use art to make a difference to people's lives and society?

WHAT COULD I PRODUCE?

- You could choose a specific global issue and develop and produce a folio of artwork that address's and provides a voice to your opinion and views.
- You could research and explore past art movements that have changed society and how artists have used their craft to express their view of the world either personal or globally. This could be a report, presentation or digital storytelling.
- You could develop and project manage a community art project. This might involve writing proposals, applying for permission and grants, and working with others to convey your ideas in a way that benefits the school and/or wider community.

HOW WILL I LEARN?

In this elective you will explore significant issues in society, both current and historical, and the role art and artists have played it creating awareness and challenging the accepted 'norms'. Depending upon your passions and interests you may:

- develop art and design techniques in a variety of media and materials.
- investigate and use visual devices that can be used for visual storytelling.
- experiment as you learn to incorporate your personal expression into artwork.
- collaborate as you go about applying for and conducting a community art project.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Studio Art*
- *VCE Media*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *How important is laughter in society?*
- *How can an important message be delivered through laughter?*
- *What should we laugh at?*

PERFORMING ARTS

ART

CAN WE MAKE OURSELVES HEARD WITH LAUGHTER?

What do you believe needs to change? Sometimes when we try to put our point of view, others just don't listen yet who doesn't love to LOL? Making your audience laugh could be the answer. Climate change is complex, in fact most issues that require change are complex, so let's explore and try to find a way to deliver a passionate message through the medium that most people are happy to encounter. Evaluate what is acceptable and what is not, to laugh at and identify elements in and how to participate in democracy.

You will research forms, features and types of comedy and performance elements and choose a style to collaborate on individually or in groups to devise a performance then write a script using your chosen genre and features. Visit live performances and connect with the resources from Class Clowns (Schools based 'Stand Up' competition) and the Comedy festival to really see how this works. Choose to either compete in Class Clowns, create a performance for the Comedy Festival, tour to other schools, or a school-based performance. The central idea is to express an opinion or message through comedy.

You will develop skills in performing, writing, communicating and people management skills but wait there's more! Apart from providing the world with much needed giggles, guffaws and belly laughs you will also develop skills in collaboration, research and critical thinking.

NOTE: There is also the option to choose to work with the group performance as a producer/director rather than as a performer.

WHAT COULD I PRODUCE?

- You could create a stand-up routine featuring a message to be performed for Class Clowns or for a school production.
- You could collaborate to create a group comic act performed in front of an authentic audience. This option allows students to choose to act/produce/direct/stage manage/publicise.
- You could devise an individual or group performance for Harmony Day and/or other special events celebrated at school and in the wider community.

HOW WILL I LEARN?

- Research genres of comedy/performing and analyse and define features. e.g. watch videos of comics and analyse what makes them funny.
- View live comic performances and plays and evaluate their messages and effectiveness.
- Practice performance skills. e.g. movement, vocal and expressive skills OR identify elements in direction and stage management.
- Identify form and features of comedic writing to write your own material or design lighting, sound and costume or marketing.
- Identify an issue that you are passionate about and research it.
- Explore designing publicity and budgeting for events.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Drama*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *What are all the elements that go into making a production?*
- *What is the process of script writing and developing your own show?*
- *What historical, social or even political factors influence productions and how they work?*

PERFORMING ARTS

ART

CAN YOU ENTERTAIN ME?

In this subject you will be looking at constructing and developing a play of your choice. You will be engaging in all the elements it takes to build a production or tv show, through writing your script, analysing other shows, and using this knowledge to create your own show.

WHAT COULD I PRODUCE?

- You could design, write, direct and produce your own play or TV show, which will explore a range of social issues.

HOW WILL I LEARN?

This elective will provide you with numerous opportunities to learn and collaborate, some of these experiences may include:

- Production Camp
- Excursions
- Participation in performing small plays
- Creating costumes and sets
- Producing productions and tv shows (Marketing, Budgeting, etc.)

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Drama*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *What is personal identity?*
- *How can portraits reflect our culture, values and historical moments?*
- *How do artists communicate ideas?*

ART

HUMANITIES

HOW DO YOU PORTRAY YOUR IDENTITY?

Who inspires you? What makes up your IDENTITY? Is it your ethnic background, the colour of your skin or the culture that you come from?

In this elective you will investigate "Who am I?" and consider how you, or your family or culture, would like to be visually presented as an artwork. Part of this exploration into your personal identity will involve you exploring famous people in history who have made a significant impact on your life and the life of others. How have they been portrayed by artists? It could even be your grandmother and you'll be first person to recognise her achievements through art.

You only require an open and inquiring mind and the desire to learn about all aspects of art, culture and history.

WHAT COULD I PRODUCE?

- You could produce a visual diary and art that demonstrates your in-depth investigation into your own identity.
- You could produce a folio of artwork which documents the life and achievements of a historical figure that you deeply respect and/or identify with.
- You could investigate an influential artist and produce a written investigation or PowerPoint presentation into their life and times.

HOW WILL I LEARN?

You may learn through research activities, excursions to galleries and experimentation with different artistic media. Historical concepts will be developed through research and comparing and contrasting artworks throughout history.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Studio Art*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *Why is Japanese art and culture so unique?*
- *What has influenced Japan's art and culture to date?*
- *How is Japanese culture influencing the world?*

ART

HUMANITIES

IS JAPANESE ART AND CULTURE UNIQUE?

Why is Japanese art and culture so unique? What makes this ancient culture so mysterious and intriguing? How is Japanese culture influencing the world? These are some of the questions we will attempt to answer in this deep dive into Japanese art and culture.

There are so many interesting elements about Japanese culture that the possibilities for investigation are endless. We can learn about Japan's Architecture, Visual Arts, Performing Arts, Furniture Design, History etc. Once you have discovered an area/s of interest you will then be able to research, analyse information, write stories, and create and make artefacts which demonstrate your understanding of the 'big questions'.

Your own personal journey in this elective may lead to the ancient historical worlds of the Samurai soldiers, or to the more modern global phenomena of anime and manga. すごい – Awesome!

WHAT COULD I PRODUCE?

- You could produce a folio of Japanese traditional paintings, such as ink wash paintings on scrolls.
- You might document the entire process of designing and making your own Kimono.
- You could produce your performance- perhaps your very own Banraku (traditional puppet theatre) performance.

HOW WILL I LEARN?

You will experience the board spectrum of Japanese art and culture. This may include looking at documentaries, film, historical readings, art, and gallery visits. The National Gallery of Victoria has a vast collection of Asian art and culture. You may research 'how to' create traditional artforms and do hands on workshops in class. This may include guest presenters and speakers to run workshops in these specialist areas. Once you have discovered your niche you will be able to develop a deep understanding of it and produce a product to share with friends and family in the end of semester exhibition.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Product Design and Technology*
- *VCE Visual Communication and Design*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *What is my identity and brand within the music industry?*
- *What music scenes and subcultures influence me?*
- *Can I build social connections by developing my identity and brand?*

WHAT IS MY BRAND IN THE MUSIC BIZ?

Do you create, compose, perform or produce music? Would you love some audience exposure, or would you love like-minded subculture/scenes to follow your music? What music do you listen to? Have you ever considered that because of this, you identify with a scene or subculture?

Don't pass through life without any significant involvement in a scene or subculture, remember you can find this in music. Popular Music plays a prominent role in the creation of community identity and youth culture. Identity is not fixed or static but is the process of becoming out of points of similarity and differences.

Define yourself through the music you love, create, produce and perform. Collaborate and build social connections with like-minded students, social groups and people with a shared interest. Develop a visual representation of your music identity and your product. Remember all the best artists in history are all about identity and identifying with their audience. Learn about the history of these genres, scenes and subcultures to influence your brand as a musician and what you love to do.

Learn about and share the music from scenes and sub-cultures you identify with. Work towards establishing yourself as a musician and discovering your inner spark of uniqueness but more importantly, learn about yourself.

WHAT COULD I PRODUCE?

- You could perform in front of an audience, either at school or in the wider community.
- You could create a digital folio of your research and the development of your brand.
- You could develop a visual representation of your music identity and your product.
- You could arrange, compose and produce a music product ready for promotion and marketing.

HOW WILL I LEARN?

This elective will provide you with numerous opportunities to learn, possibly including:

- Learning an instrument.
- Research, critical listening and folio development.
- Organisation of music events and showcases.
- Recording studio composition and production.
- Branding and visual representation.
- Sharing, collaborating and social networking.
- Music marketing and brand development.
- Excursion to gigs and performances (internal and external)
- Internal and external community performances.
- CD and Poster printing.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Music*
- *VET Music Industry*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *How do I reach my audience?*
- *When is creative work ready to share?*
- *How can music communicate a cause or message that is important to a group of people?*

PERFORMING ARTS

ART

WHAT MAKES A SUCCESSFUL MUSIC EVENT?

Do you enjoy playing or performing music, or do you enjoy listening to live music? In this subject, students will research what it takes to make a music event a success. You will learn about the many different elements required when planning a music event. You will evaluate different promotional material including social media campaigns for public music events. Students will use a design brief to plan promotional and ticketing material for their events. Students will develop their collaboration skills by working in teams that included performers, event managers and event staff to host several small events leading up to the planning of larger-scale events. This will include things such as organising an event proposal, coordinate the event services, a rehearsal schedules, booking venues, arranging, and setting up equipment, promoting the event, selling tickets and the key environmental and social impacts of the event delivery. Students will also develop key skills and concepts within the function of event staging products and equipment, the preparation and presentation of an accurate and comprehensive event proposals, the completion of activities within the time constraints and the event deadlines and the planning the delivery of in- house events or functions. Following each event, you will debrief and critically review and evaluate operational success of the event and what the team has learnt in the process.

WHAT COULD I PRODUCE?

- Students can work in a team to plan, produce and perform a series of lunchtime music performances, including the promotion and advertising of the event.
- Students can work in a team to plan an evening event for the school community to showcase the school bands or instrumental music program.
- Students can arrange a charity fundraising music concert in the ECA Drama centre including all promotion, ticketing and organising equipment and logistics for the event..

HOW WILL I LEARN?

This elective will provide you with numerous opportunities to learn, possibly including:

- Learning an instrument.
- Designing posters and promotional materials.
- Planning a social media campaign.
- Rehearsing with a band.
- Attend music events.
- Design tickets or set up online ticketing.
- Plan and run lunchtime music performances.
- External performance opportunities.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Music*
- *VET Music Industry*
- *VET Events*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *How do I learn a new skill?*
- *How can technological advances in sport improve results?*
- *How can I can develop my sporting techniques?*

HEALTH AND PHYSICAL EDUCATION

SCIENCE

CAN YOU BE A SPORTING SUPERSTAR?

The development of your sporting ability is a complicated and detailed process. Learning how your body functions, how it moves and the way to learn skills is how you improve your sporting level.
This subject is targeted at students with a passion for sport and a desire to achieve the best that they can do both in their sport and at school. Students are exposed to information regarding the cardiorespiratory system, skill acquisition and biomechanics. Students will complete a number of cardiorespiratory fitness labs to research how this system functions. They will also analyse their own skill movement and make recommendations for improvements by looking at how their body works during sporting activities.

WHAT COULD I PRODUCE?

- Develop the history of a sport detailing changes in equipment, technology, rules changes etc
- Develop a program to learn a new skill/sport, including, fitness/ skill testing and coaching session plans.
- Create an analysis of a specific skill and develop a coaching unit to improve your skill in this area.

HOW WILL I LEARN?

- Visit elite training sessions: Collingwood, Richmond AFL, Melbourne City Soccer
- Visit Latrobe/RMIT Uni high performance centres.
- Visit Australian Sporting Museum at MCG

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Physical Education*
- *VCE Health and Human Development*
- *VCE Biology*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *Is movement and fitness critical in order to live a healthy, happy and fulfilling life?*
- *How much do you know about the history and geography of the local area?*
- *Does exploring the place where you live, and developing a deeper understanding and appreciation, make you a better local citizen?*

HEALTH AND PHYSICAL EDUCATION

HUMANITIES

HOW CAN EXERCISE AID EXPLORATION?

Exercise and fitness (movement) are critical for one's health and wellbeing, but motivation can be difficult if kept in dull gyms or repetitive athletics tracks. Exploring the place in which you live is best done by foot or bike and adds the perfect element that makes staying fit enjoyable and exciting.

In this elective, students learn about the city/area in which they live. This involves understanding how to interpret maps, build routes, check and understand weather predictions and probabilities and plan for what they will need to be prepared and safe. Students develop and track their fitness, either through walking/hiking or bike riding, using fitness apps in which they learn how to interpret different metrics. They learn about what is occurring in their body as they exercise, what foods are best for different energy systems and to maintain their health and wellbeing, and stretching and body maintenance to avoid injury and aid recovery.

Students can incorporate photography into the areas they explore to document their journeys and can research about the history of places and the movement of different demographics of people who have moved in and out of areas, including indigenous histories and how they used the land before colonisation. This can also include the geological history of the landscape and the geomorphic processes that shape the land in which they tread or ride. This adds a deep and purposeful understanding to their movement and exploration of an area. Finally, students can learn practical skills involving bicycle building and maintenance and other gear requirements (including upkeep).

WHAT COULD I PRODUCE?

- You could produce a report that documents your process of researching, planning, implementing and reflecting on the journey you choose to go on.
- You could produce a presentation of your explorative journey and fitness development.
- You could produce a photo collage or artistic folio that documents your journey and demonstrates what you've learnt.

HOW WILL I LEARN?

- Fitness apps and websites – Strava, Map my Run, Garmin
- Mapping and Route Planning apps – Google maps, MapsMe, Strava, All Trails
- YouTube channels – stretching/yoga demonstrations, fitness planning, outdoor skills and safety explanations, bike building and maintenance
- Books – nutrition, biology and biomechanics, bike building and maintenance, photography
- Websites/research – geology, anthropological and cultural history

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Physical Education*
- *VCE Health and Human Development*
- *VCE Geography*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *What makes an elite athlete 'elite'?*
- *How can I eat to help develop fitness and conditioning?*
- *Can I develop and create fitness/ sport specific coaching programs?*

HEALTH AND PHYSICAL EDUCATION

SCIENCE

HOW CAN I BECOME BETTER. FASTER. HARDER. STRONGER?

What can you do to become an elite athlete? Developing fitness may seem like a simple task. Getting ripped or shredding. There is a science to this, which involves the study of the human body relating to nutrition, fitness, body systems, training principles, training methods, energy systems and coaching specific sport skills. By developing all these tools and putting them into practice can allow you to develop yourself from an average performer- to an elite performer. Even further, developing this knowledge can allow you to create others into elite athletes, by becoming a personal trainer or fitness instructor.

So how can I develop myself into a well-oiled machine? This subject is targeted at students with a passion for sport, science and nutrition and a desire to achieve their personal best in their fitness development, sporting ability and schooling outcomes. This subject involves the development of knowledge of what is required to be an elite athlete. The underpinning 'science' is severely underestimated in athlete development. Knowledge about how the body works through studying anatomy and physiology is key to being able to develop muscle and training programs. Developing food and nutrition plans and cooking skills to give you the nutrition and diet to allow for development is crucial in health and fitness. Developing specific coaching and interpersonal skills will allow you to develop leadership and the ability to work with others to construct suitable fitness and sporting programs for maximum skill, health and fitness benefits.

WHAT COULD I PRODUCE?

- You could create a blog or website which describes how to cook healthy meals designed to help develop, maintain and recover fitness, health and muscle.
- You could develop an instructional video or infographics to assist a client to use gym equipment with correct technique and following your training principles.
- You could design sport-specific training sessions that includes skill development based on biomechanical and physiological principles as well as progression and tactics/game plan.

HOW WILL I LEARN?

This elective will provide you with numerous opportunities to learn by doing including:

- Visit elite training sessions: Collingwood, Richmond AFL
- Visit Latrobe/RMIT Uni high performance centres.
- Use of school gym and sporting facilities
- Food tech Classroom

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Physical Education*
- *VCE Health and Human Development*
- *VCE Biology*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *How has our species biologically evolved?*
- *What is culture and how does it lead to change over time?*
- *Are humans unique in the animal world?*

SCIENCE

HUMANITIES

WHAT DOES IT MEAN TO BE HUMAN?

Humans have evolved simultaneously around the world, developing language and tools. Unpack the story of human evolution and how we have evolved into our modern society. From primates and early hominids, study how physical and genetic adaptations have influenced human anatomy, behaviour and the psychology of our species. Investigate how technology is influencing our future in terms of health and life expectancy and what happens when our DNA gets it wrong.

You could choose to examine indigenous cultures and consider what ancient artefacts, myths and stories tell us about our ancestors. Have myths and stories been replaced by Science as human curiosity and thinking has expanded? Are both stories and Science a consequence of human consciousness? Are there other animals who are similarly self-aware? There is so much to explore!

WHAT COULD I PRODUCE?

- You could create a family tree for our species after researching the evolution of primates, hominoids and hominids.
- You could investigate whether our species is continuing to evolve given the impact of our own technology. This research could be presented as a mini documentary that you film and narrate.
- You could conduct research into the structure and function of DNA and how many genetic disorders are a consequence of random mutations.

HOW WILL I LEARN?

This elective will provide you with numerous opportunities to learn, such as participating in science practicals, performing individual research, and collaborating with your peers. Following introductory master classes to establish themes and define important concepts, you will then have the chance to pursue an area that is of personal interest to you.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Biology*
- *VCE History*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *Is it worth investing in technology research?*
- *Has automation improved our quality of life?*
- *Is the connected world more of a help or a hazard?*

DESIGN AND TECHNOLOGY

SCIENCE

HOW DO WE USE TECHNOLOGY TO IMPROVE OUR LIVES?

Have you ever thought about how much you interact with technology every day? Beyond our computers and mobile phones, technology permeates our lives, from traffic signalling to wearable tech, assistive safety technology in vehicles to remotely controlling or monitoring devices and sensors in our homes. The Internet of Things (IoT) is making the fabric of the world around us smarter and more responsive, merging the digital and physical. In this subject, students will learn about the technology behind IoT and research some of the latest innovative applications in fields such as health care, agriculture, smart home applications, safe driving, smart cities and the environment. Students will learn basic programming and how to collect information from sensors. Students will identify a problem, ideate possible solutions and develop a prototype solution using a programmable device. Students will develop their technical communication skills and will pitch their solutions to potential investors.

WHAT COULD I PRODUCE?

- Students could investigate the current advances in using technology in the automotive industry and create a prototype of a self-parking or self-driving car.
- Students could investigate the current advances in using technology in the agriculture industry and create a prototype that uses temperature and moisture sensors to monitor and control a water system for a garden.
- Students could investigate the current advances in smart home technology and build a prototype that uses sensors or remote control to activate lights and appliances in the home.

HOW WILL I LEARN?

- Students will develop their programming skills using both a simulator environment and actual microcontrollers to build some basic projects.
- Students may attend skill-up sessions at the Tech School to learn about the innovation process and more advanced skills using microcontrollers or developing mobile phone applications.
- Students will use an iterative process using a scientific process to develop prototypes.
- Students will be able to choose which industry they will focus on for their inquiry.
- Students can interview IoT developers or users in the industry as part of their inquiry.

DURATION

Semester

POSSIBLE PATHWAYS

•

TBC

PACE 21

HOW TO GUIDE

WHAT IS A DEEP LEARNING ELECTIVE?

PACE21 CORE SUBJECTS

PACE21 SPECIALIST ELECTIVES

SENIOR PATHWAYS INDEX

VET STUDIES

WORKING COMMUNITY

HEAD START PROGRAM

PATHWAYS GUIDE

CAREERS INFORMATION

MAIN MENU

DEEP LEARNING ELECTIVES

BIG IDEAS

- *What drives our appetite?*
- *How do our senses influence eating behavior?*
- *How is chemistry used to enhance the appeal of food?*

SCIENCE

DESIGN AND TECHNOLOGY

WHY DOES IT TASTE LIKE THAT?

Do you love watching MasterChef? Do you like experimenting with food? Have you ever wondered why things taste the way the way they do?

In this elective you will explore the science which underpins the production of food creations and how we as humans consume food. You will explore the chemistry involved in making your favourite recipes, learn new techniques to use in food presentation, including molecular gastronomy, and experience foods in a way you may never have seen before. You will develop an understanding of how the digestive system works to fuel our bodies and how the central nervous system influences the response humans have to food via our senses.

WHAT COULD I PRODUCE?

- For a class exhibition, you could create a meal using molecular gastronomy (making a meal that looks like one food and tastes like something different).
- For a class exhibition, you could create an edible model of a scientific concept learnt about during the semester – such as the digestive system.
- For a class exhibition, you could make a blind taste test game – to see if people can identify foods when you remove some of the physical features or sensory properties of food.

HOW WILL I LEARN?

This elective will provide you with numerous opportunities to learn and collaborate, some of these experiences may include:

- Modelling the digestive system in the science lab
- Sensory evaluation activities
- Molecular Gastronomy – using edible chemicals and chemistry techniques to alter the normal state of foods
- Visit a restaurant
- Guest chef demonstrations
- Masterclasses – student choice – e.g. food in the form of foam, breadmaking, souffles, emulsification, caramelization
- MasterChef amp
- Audience of MasterChef/visit to MasterChef set
- Visit a food company production line

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Chemistry*
- *VCE Food Technology*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *How has money changed over time?*
- *Is our idea of 'money' still changing in the 21st century?*
- *How do we know what we can afford to buy?*

BUSINESS

HUMANITIES

DOES MONEY MATTER?

Money has changed throughout history, both in its physical form, and how it has been used by people and governments. How we use money has also changed, including the way goods and services are purchased. In this subject you will have the opportunity to investigate the history of money, why different cultures have used different types of currency and how this has changed over time.

Balancing what we want to buy and what we can afford is an important skill in understanding the concept of budgeting in the wider economy and in our own lives. In this subject, you could budget your future expenses, such as buying a car, comparing phone plans or choosing the best electricity plan.

In the global economy, money is continuously moving around the world. You could develop an inquiry into how currencies are traded, what effects international exchange rates, or events in history that have impacted multiple economies across the globe.

WHAT COULD I PRODUCE?

- You could produce a board game that teaches students how to budget for household or other living expenses.
- You could produce a series of posters or infographics on the history of money – from precious metals to EFTPOS.
- You could produce a spreadsheet or app for budgeting or converting international currencies.

HOW WILL I LEARN?

There are 3 main areas of study in this elective – History of money, Budgeting, and Money as a currency. You are able to choose an area to focus on and also the type of learning product/project could intend to create and share. For example, if you'd like to focus more on History, you may choose to investigate how money changed from metals to a paper-based currency. You could then present your learning in any number of ways (podcast/poster/play/lesson/comic strip/etc).

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Accounting*
- *VCE Business Management*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *What makes New York so special?*
- *How has the history of New York influenced our own society?*
- *What are New York's most iconic buildings?*

HUMANITIES

ART

NEW YORK: A MODEL METROPOLIS?

New York is a city famed throughout the world as a modern metropolis, but is it really "all that"? What is its legacy and influence on our own society? In this subject, you can explore and immerse yourself in the history of New York (1870s onwards). You will investigate Prohibition (when all alcohol became illegal), flappers and the Jazz Age, the Gilded Era when capitalists flaunted their immense wealth, the lifestyles of the Rockefellers, Vanderbilts and other prominent figures, amazing architecture (from art deco to the rise of the skyscraper), stunning art nouveau and art deco design, fashion and its social implications, women's roles, immigration and Ellis Island, race and civil rights, crime and gangsters, etc.

How has society progressed, and what are the issues which are still at play in modern cities and society? Maybe you will choose to use film or literature (classics such as The Great Gatsby) as your focus to get a feel for the era. You also have the chance to be creative, focusing on art and architecture to bring to life a model of one of this city's well-known landmarks, or paintings and drawings reflecting the Art Nouveau or Art Deco style.

WHAT COULD I PRODUCE?

- An oral presentation on an aspect of life In New York, presented in the role of a character from a time in the city's history.
- A portfolio of artwork reflecting a period or event, possibly focusing on the Art Deco or Art Nouveau style.
- An engaging digital presentation on an aspect of historical New York – a "then & now" comparison.

HOW WILL I LEARN?

We will watch films and study novels with relevant settings and content (e.g. The Great Gatsby, The House of Mirth, The Buccaneers, Gangs of New York) to get a feel for what it felt like to live in this era. You'll be able to follow your interests to complete research into influential figures, wealth & poverty, society & etiquette, emigration & race issues, fashion, art, architecture and/or crime figures. Studying and creating a form of art (Nouveau/Deco), architecture, or fashion is also possible.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Studio Art*
- *VCE History*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *What can we learn from Aboriginal people and their culture?*
- *How have Aboriginal people, and their allies, fought for change?*
- *Why is there such disadvantage in Aboriginal communities today, and what actions are being taken to make change?*

HUMANITIES

WHAT CAN WE LEARN FROM FIRST AUSTRALIANS?

The indigenous peoples of Australia are the oldest continuing culture in the world. What was traditional life like for Aboriginal people prior to European settlement? Discover the ways Aboriginal people shaped their environments and organised their lives. And how did the environment shape them?

Find out the truth about interactions during the settlement period. Were there Frontier Wars? What do we know about the conflicts that occurred? And were there any positive interactions that took place between the traditional owners and the newcomers?

As the new nation of Australia developed, how were Aboriginal people excluded from society, and what actions did they take to regain some power and control? Investigate the Stolen Generations, the fight for fair and equal treatment, the 1967 referendum, Freedom Rides, the Aboriginal Embassy in Canberra and the Land Rights movement.

Explore the consequences of this history and how Aboriginal people are affected today. And find out about the positive changes Aboriginal people are making in their world and ours.

WHAT COULD I PRODUCE?

- Creation of a 'virtual museum exhibition' showcasing aspects of Aboriginal traditional life
- Debate: What is the place of statues and memorials in Australia? Should statues be removed if history reveals that the person was involved in poor treatment or killings of Aboriginal people?
- Presentation: "Closing the Gap". What is Closing the Gap? Why has the government set new targets? Communication of ideas through creation of an infographic, or oral presentation.

HOW WILL I LEARN?

We will investigate the cultural achievements of First Nations people through analysis of a range of sources. We will develop hypotheses, analyse data and reach conclusions. We will learn from indigenous leaders and share our knowledge with other members of the school community. We will undertake cultural excursions to local places of significance, and to museums and other centres. Where we go and what we learn will depend on your input and desire to pursue specific aspects of indigenous life and culture.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE History*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *What lessons you we learn from history?*
- *Can stories influence, teach and inspire?*
- *How does self-expression allow for creativity and design?*

HUMANITIES

PERFORMING ARTS

WHAT IS MY (hi)STORY?

What lessons you can learn from history? Do you want to create your own story using creativity and design? Fusion is the beginning of great things, it brought us the HSP, Labradoodles and Kimye. Why not fuse your passions of history, arts, and storytelling to deliver an ever-evolving story of the past?

In this elective you will have the opportunity to research a range of historic events such as the Black Plague, World Wars or any other topic that may interest you. You may even be able to look at the way stories and performance have developed throughout time and link this to the events you have researched.

Through this topic you will be developing your writing skills by developing a script that could potentially be brought to life through a play, podcast, an illustrated story or something that you negotiate with your teacher. The world is your oyster, we want you to take control of how you want to tell your (hi)STORY.

WHAT COULD I PRODUCE?

- You could write, direct, and produce a play or illustrated story.
- You could design and create historically accurate costumes, sets or dioramas.
- You could write, direct and produce a podcast of an historical event.

HOW WILL I LEARN?

In this elective you will engage in a range of learning activities such as:

- Viewing live performances, documentaries, movies or podcasts
- Visiting a museum and/or art gallery
- Participating in history workshops

You will then choose to develop your own (hi)STORY where you get to focus on a piece of history that interests you most.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE History*
- *VCE Drama*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *What values and beliefs drove the rise of the civilisation?*
- *How were these values and beliefs expressed in the art, architecture and literature of the civilisation?*
- *What causes a civilisation to decline?*

ART

HUMANITIES

WHAT MADE ANCIENT CIVILISATIONS GREAT?

The ancient world saw the rise and fall of great civilisations, such as those in Egypt, Greece and Rome. What made these societies so successful? Why did they achieve so much? In this subject, you will investigate the history, culture, religion and values of ancient civilisations.
You will consider how the beliefs that drove these civilisations were expressed in their art and architecture. You could choose to focus on a particular style of art and compare it to the culture of our own times. You have the option to create an artwork in a "classical" style as part of your study and display it, along with other artefacts created by the class, at a "Night at the Museum" exhibition. You might also choose to focus on some other aspect of an ancient civilisation as your contribution to the exhibition (such as a famous military campaign, or the social structure, or one of the gods). The ancient civilisations, as great as they were, eventually fell. But why? You will investigate the factors that might lead to decline and whether ancient civilisations still have an impact on modern life.

WHAT COULD I PRODUCE?

- A "Night at the Museum" exhibit, consisting of an artefact with an accompanying explanation. Example: an urn, decorated to show an aspect of cultural beliefs, with a museum style plaque explaining the time, the style and the meaning of the decoration.
- A "Night at the Museum" exhibit, consisting of a short documentary on a selected inquiry questions, such as the reason for military success, or the role played by the gods.
- A "Night at the Museum" exhibit, consisting of an app which challenges visitors to find answers to questions based on the displays.

HOW WILL I LEARN?

You might choose to undertake virtual tours of different online museums; virtual tours of famous architectural sites; or watch and analyse films based on the era. You can select and specialise in an aspect of a civilisation that personally interests you the most, for example: the gladiators, the culture of Sparta, Socrates and the beginning of philosophy, the Iliad, archaeology and the Valley of the Kings.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE History*
- *VCE Studio Art*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *How can we feed the world without destroying the environment?*
- *Will we be able to feed the human population in 2050?*
- *Does backyard, sustainable food production really make a difference?*

ARE WE EATING OUR ENVIRONMENT?

Almost 1 billion people around the world do not have enough food to eat and this number is steadily growing. Currently our food production comes at a huge cost to the environment and many ecosystems around the world are 'on the brink' after decades of habitat destruction and clearing to make way for traditional farming. Sustainable food and fibre production is one of the mega-challenges of the 21st century and you can choose to be part of the solution!

Have you ever wondered:

- Are we producing enough food annually for the entire world population, or is there a genuine shortage?
- Is the future of food one of global shortages and widespread famine?
- What might happen if we follow in the footsteps of previous generations and continue clearing the land for agriculture?
- Does modern technology really hold the answer to producing larger quantities of more nutritious food with greater sustainability?

These are some of the issues you may choose to investigate in depth if you elect to wonder 'Are we eating our environment?' You will discover how we currently produce our food and fibre, how we change the land to do so, and how this impacts natural ecosystems and the environment. Using what you learn, you will then create a strategy or solution for producing food which doesn't come at the expense of the natural environment. Be prepared to get 'down and dirty'!

WHAT COULD I PRODUCE?

- You could build and design an aquaponics system where you grow green vegetables for human consumption by recycling the nutrients in wastewater created by the culture of fish.
- You could create a campaign to educate people about the rate of deforestation in Australia (and around the world) to allow for the increased grazing of livestock.
- You could deliver an oral presentation where you share your informed opinions on the genetic modification of food crops and whether biotechnology offers a sustainable solution to feeding the world.

HOW WILL I LEARN?

This elective will provide you with numerous opportunities to learn by doing. In addition to learning and participating in classroom activities you will be able to choose from a range of practical activities, both at school and on excursions. We can create new vegetable gardens on the college grounds. We could organise a school camp into regional Victoria to learn where our food and fibre comes from. You will definitely be encouraged to 'take control' of your own learning in this deep learning elective.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Agriculture (Coming to BSC in 2022)*
- *VCE Biology*
- *VCE Food Technology*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *What is 'waste'?*
- *How we reduce the amount of 'waste' we produce?*
- *Can we find ways to make 'waste' profitable?*

CAN WE REDUCE, REUSE AND RECYLE FOR PROFIT?

DESIGN AND TECHNOLOGY

SCIENCE

Can you think of something that can be recycled and/or repurposed? Can you think of ways to use this 'waste' to produce a product that people will pay for?

Sustainable design seeks to reduce negative impacts on the environment. The basic objectives of sustainability are to reduce consumption of non-renewable resources, minimise waste, and create healthy, productive products and environments. Making a new product requires a lot of materials and energy- raw materials must be extracted from the earth, the product must be fabricated, and then transported to wherever it will be sold. As a result, reducing and reusing waste are super powerful ways you can save natural resources, protect the environment and save money!

Creative recycling can be a great way to contribute to helping the environment, and nowadays more and more people are taking this one step further- turning their recycling ideas into money-making projects. There are now many businesses based around upcycling 'waste' that would otherwise have been thrown away. Your challenge in this hands-on elective is to design, create, and market a product that recycles and repurposes others waste. Could your idea make you money? Let's find out together!

WHAT COULD I PRODUCE?

- You could design and make a prototype of a product that repurposes and recycles other materials. For example, building a cubby house using unwanted wooden pallets. There are also business opportunities that you could investigate.
- You could investigate how specific products are made, and how the impact of their manufacture on the environment could be reduced. For example, single-use plastics.
- You could explore the different types of waste materials and investigate how these materials can be transformed, repurposed and given new life. These could be presented as videos or actual products that show the new use for the recycled material.

HOW WILL I LEARN?

In this elective you could investigate reducing waste and giving new purpose to old materials by:

- Visiting a local waste/recycling centre and sourcing real-world waste/recycling data.
- Identifying the types of items currently destined for landfill and thinking of ways they may be repurposed.
- Learning about the technology which allows materials to be transformed, reused or repurposed.
- Identifying a 'market need' and then designing a product, made from recycled materials, that can be sold for profit.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Product Design and Technology*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *Is our Earth and its biosystems unique?*
- *How does our planet work?*
- *How has the human species impacted on our world?*

SCIENCE

HUMANITIES

WHAT ON EARTH?

Our planet is amazing! It has evolved and developed over millenia, and so have its ecosystems, plants and animals – including humans. Humans are incredibly diverse and amazing but we are also impacting our planet in many ways. You may choose to examine the physical structure of our Earth, or consider the impact that humans have had on our planet. Or perhaps you wish to investigate an endangered species and the efforts being made to save this species. You may wish to examine the human species, where we live, where we move, how we change the world around us, how we create problems, and how we (sometimes) solve them. Your focus will be up to you. If it's on Earth, you can study it in this deep learning elective.

WHAT COULD I PRODUCE?

- Research report about structural aspects of our planet, for example, plate tectonics, volcanoes and earthquakes. Report to be accompanied by a 3D model of a volcano.
- An investigation into the status of the platypus in waterways in South Eastern Australia, along with an awareness raising campaign about the impact of human waste such as jar lid rings on platypus populations.
- Report into asylum seekers and the reasons for seeking asylum; a world map showing conflicts around the world which are forcing the displacement of people.

HOW WILL I LEARN?

We will examine our natural world and the place of plants, animals and ecosystems that dwell on it. We will learn from experts and share our knowledge with other members of the school community. We will undertake excursions to a range of environments, and to museums and other centres. We will develop hypotheses, analyse data and reach conclusions. Where we go and what we learn will depend on your input and desire to pursue specific aspects of the physical structure of our planet and/or the interactions that take place upon it.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Geography*
- *VCE Biology*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *What are the big issues in my world?*
- *Are youth powerless or is it possible to make a difference?*
- *How can you inspire others to care?*

HUMANITIES

ART

CAN YOU BE THE CHANGE?

What issues in the world make you frustrated? Where do you see inequality and injustice? Is it possible to solve these pressing problems? There are so many 'wicked problems' – ones that are like tangled webs – where do we even start? Challenges such as racism, hunger, poverty, homelessness, the climate, inequality, the future of work, the economy, animal cruelty……and so many more! It is easy to feel despair, but it IS possible to TAKE ACTION!

This subject will empower you to find out about issues, analyse data and information, and learn about the ways in which citizens can act in order to make change. You will be able to practice presentation skills and hone your debating skills to argue your point of view and convince others to get on board! You will also be able to work with others to design campaigns and products to promote awareness and change. We will bring in local experts to chat about some of the creative work being done to make a difference, and there will be opportunities for field trips to see for ourselves the solutions being created. Finally, we want to be a voice in our community, so we will look for ways to showcase our presentations, campaigns and solutions outside of the College walls. Come and be the change!

"It always seems impossible, until it's done." Nelson Mandela

WHAT COULD I PRODUCE?

- You could stage a public debate, with teams advocating for a particular group in society.
- You could create a campaign or awareness blog to feature in our College newsletter, giving information about an issue you've been looking into and some of the solutions being found.
- You could take a stand about an issue. Work out who can help you, write a letter, develop a social media campaign, work in your local community or liaise with external organisations, fundraise, and actually do something real to make a change.

HOW WILL I LEARN?

You will collaboratively learn about a selected 'wicked problem' and about the current solutions through a variety of resources and learning activities. You will discuss, debate, analyse, interpret data, read stories and reports, take notes and write informatively, persuasively and creatively. You will have the opportunity to design and make more hands-on product prototypes if you are interested in this. You will participate in an excursion/field trip connected to the issue being studied.
From the knowledge gained in your collective learning experiences, you will then research an issue of your choice and design a campaign, product or service to create an impact.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE English*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *What are you curious about?*
- *What have you never been taught?*
- *What do you wish that you had more time to investigate?*
- *How can you share your investigation with others?*

HUMANITIES

CURIOUS?

What are you interested in? What do you wish you had more time to learn about? Is there an issue you care about that you want to support? Is there something that you are curious about and want to know more? Do you want to explore your passions further?

You can ask any question: Where does injustice come from? Is racism real? How have humans evolved over time? How do vaccines work? Why does smoking cause lung cancer? How much carbon dioxide was needed to produce my burger? What would happen if the sun turned into a black hole? If you like it- learn it and share it!

In this subject, you will get to do just that. You will carry out an investigation that focuses on a rigorous research question which you develop. The investigation may be related to another subject that you study or an area of passion in or outside of school. Through this subject, you will learn to explore, justify and exhibit what you discover in both oral and written forms to an educated non-specialist audience. You will learn how research questions are developed and refined to allow you to address the key issues of your topic and how you might investigate it within time and resource limits. You will learn to identify and collect relevant information, summarise this knowledge to build your understanding, learn research project management knowledge and skills, and develop ways of effectively presenting and communicating what you discover. The skills that you will learn will prepare you for any senior pathway including VCE, VCAL and Big Picture Education.

DURATION

Semester

POSSIBLE PATHWAYS

- *Big Picture*

TBC

WHAT COULD I PRODUCE?

- Exhibition of inquiry process and product development. This would be delivered as a speech teaching a panel (Think TED talks!) of educated non-specialists about your inquiry.
- Extended academic writing task that communicates understanding and/or implementation of inquiry. This could be informational, persuasive or expository.
- Portfolio evidencing research and development. Multiple research modes required including, but not limited to internet research, leaving to learn activities, interviews with experts, written visual and audio texts, creative responses, experimental plans and findings, surveys, reflections, photographs of practical tasks and more.

HOW WILL I LEARN?

- You will follow the Bundoora Secondary College Deep Learning Inquiry Learning Cycle. This process involves:
- developing and constructing a rigorous research question
- understanding and applying research methods
- exploring a chosen area of investigation in depth
- developing as independent, critical and reflective learners
- developing research project management knowledge and skills
- analysing and evaluating findings and results
- developing skills in written and oral presentation of research finding

DEEP LEARNING ELECTIVES

BIG IDEAS

- *What makes a small business successful?*
- *How do ideas become products in our hands?*
- *How does marketing influence consumers?*

HOW DO I TURN MY IDEA INTO A BUSINESS?

Do you like to make things? Do you want to see if your ideas might be able to make you money? In this elective, you will undertake market research to identify a marketable product you can create. Each student will pitch an idea to the whole class. Students will then self-select into small business teams to work towards running a small business.

You will investigate the legal requirements of establishing a small business and consider how to raise the necessary capital to establish a small business in the local community. You will need to create a business plan to convince investors to support your business financially.

As part of a team, you will then design and create prototypes of your selected product and seek feedback from the community and other small business owners on the product prototype. Once you have completed the research and prototype phase, you will consider how to market your product (labels, company branding, advertising etc.).

Here's the really exciting bit! You will manufacture your product using equipment within the Makerspace Technology area (including wood, textiles, plastics, laser cutting/engraving and food). You will then attempt to sell your product through various channels including e-commerce and market stalls.

WHAT COULD I PRODUCE?

- You could establish a small business that creates personalised items (such as chopping boards, t-shirts, custom skateboard decks etc.) including an e-commerce site.
- You could establish a small business making and selling custom designed wooden, fabric or acrylic jewellery.
- You could establish a small business making and selling recycled plastic products such as bowls, pegs, key rings using the precious plastics equipment.

HOW WILL I LEARN?

This elective will provide you with numerous opportunities to learn and collaborate, some of these experiences may include:

- Conducting surveys in the local community
- Working with a small business mentor aligned with the type of product you have chosen
- Visiting small businesses in the local community
- Working as a team to write a business plan
- Researching different financing options
- Applying design skills to prototype and manufacture products of student's choice
- Use digital design software to create marketing materials
- Sell created products at market stalls or in online marketplaces

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Business Management*

TBC

DEEP LEARNING ELECTIVES

BIG IDEAS

- *How do I stay healthy and encourage others to do the same?*
- *What does it mean to be a leader?*
- *What are the issues that matter to me, and how can I influence change?*

HEALTH AND PHYSICAL EDUCATION

SCIENCE

HOW DO WE GROW HEALTHY COMMUNITIES?

Everyone keeps saying that life afterschool can be tough. So how can you help yourself and others just like you, experience a high level of health and wellbeing? Discover and develop your skills in helping our college community. In this elective you will examine what physical, social and mental development are and how these impact on our health and wellbeing. You will explore the 5 different areas of health and wellbeing and how each of these can be impacted by our experiences.

You'll get the opportunity to improve your research and communication skills, through formal and informal approaches to learning. You get to collaborate as you investigate current issues that are related to youths. You will develop, implement and evaluate a community project that will bring about genuine change to the health and wellbeing of our community. then develop and action your plans for improving aspects of the BSC college community. Make your mark with this first step.

WHAT COULD I PRODUCE?

- You could choose to develop a media campaign to promote awareness around health and wellbeing.
- You could develop a community action project to inform and influence change within the community.
- You could create a series of posters highlighting the work of an individual or organisation changing the world.
- You could run a lunchtime or personal best activity group that is of interest to you.

HOW WILL I LEARN?

There is a mixture of teacher directed and self directed learning, after you find an area of interest to you. You will then have a range of opportunities to put this information into practice, to develop a plan to bring about change and improve the health and wellbeing of our community. You will develop individual research and presentation skills in a variety of modes. Collaborating with others is essential as you design, implement, and then evaluating your action plan for addressing a current issue for the student body or college community. Wider experiences may include:

- Visiting organisations to learn how communities are supported. Attendance at youth conferences
- Group collaboration and teamwork
- Organisation of events and campaigns
- Excursions to wider experiences such as the DAX museum, Headspace, Beyond Blue.

DURATION

Semester

POSSIBLE PATHWAYS

- *VCE Psychology*
- *VCE Health and Human Development*

TBC

BIG PICTURE EDUCATION

WHAT IS THE INTERNATIONAL BIG PICTURE LEARNING CREDENTIAL?

The International Big Picture Learning Credential is a new, personalised form of assessment. It evaluates and recognises the capacities, experiences and qualities of secondary school graduates from diverse cultures and backgrounds more comprehensively than exam-based certification systems.

The impetus is to put the 'person' back into educational assessment so that young people exiting schooling do so with a rich, customised portrait of their abilities that offers meaningful, accessible information to end-users in the wider community, while allowing students significant agency in the way they are represented.

As no two Big Picture students have the same interest-based learning pathway, a personalised approach to final-year assessment is required to provide a fair and balanced assessment that adequately portrays a student's distinctive learning, achievement, competencies and potential.

Unlike other forms of assessment, no attempt is made to rank or scale students against each other. Their achievements are judged on demonstrations and observations of performance throughout their schooling against six specially constructed assessment frames in the areas of: Knowing how to learn, Empirical reasoning, Quantitative reasoning, Social reasoning, Communication and Personal qualities (for further details on these frames click the petals on the diagram above.)

Student final year results are presented in a Learner Profile that is a showcase of a graduate's attainments, backed up by evidence of their work that students curate in a interactive online portfolio. The Learner Profile is personalised and designed to reflect the richness of students' real-world experiences, personal qualities and academic results.

The International Big Picture Learning Credential was designed in partnership with the Assessment Research Centre at the University of Melbourne with the intent of providing a rich, personalised "passport" to further study and work.

The assessment frames were statistically and pschometrically validated through a thorough test phase involving sample and live data. Evidence supporting teacher judgment for each student is stored securely on-line and regular moderation and adjustment is built into the assessment process.

In our initial year of issuing Credentials (2020) 18 Universities in Australia signed on to accept students to their preferred full degree programs based on their Big Picture Learning Credential alone. For context, this is over 40% of the universities in Australia.

As the Big Picture Credential shows personal achievement through learning dispositions and real world experience rather than a rank or localised curriculum outcomes, it is applicable to a wide range of cultural contexts.

The Credential is already being accepted at select tertiary institutions outside Australia and we look forward to building more partnerships with tertiary institutions around the world.

WORKING COMMUNITY

- Industry experience
- Accredited training
- Leadership experience

WORKING COMMUNITY PROGRAM

What we do:

The Working Community Program provides students with personal and professional development activities and engagement with local community organisations to support student led projects.

The Program includes a four-phase structure incorporating community-based learning that enables young people to develop life competencies and enterprising skills, sense of personal and social responsibility and their understanding of the world of work.

During a one-year planned program, Working Community assists students to develop a range of transferable skill sets such as teamwork, leadership, and communication through the activity participation, learning in the community and reflection back into the classroom about findings.

What we will learn?

The Working Community Program helps students to develop their teamwork, leadership and communication skills. It does this through outdoor and adventure activities, community visits and engagement programs and accredited training. This program may include a day doing an adventure activity e.g. canoeing grade 1 white water and team building/obstacle course at Challenge Valley or a facilitated session in class on a project. The skills developed during these activities will support students to learn about leading their own projects. Students will get to participate in accredited training such as Safe Food Handling or Responsible Service of Alcohol. Students will also visit a variety of local organisations with the view to explore possible student led project opportunities.

On completion of this course students will be credited with two units towards their VCE .

PREREQUISITES

None

RECOMMEND LEVEL

- *PACE 3*
- *VCE*
- *VCAL*

HEAD START

- Industry experience
- Completing a VET study
- On the job training

HEAD START PROGRAM

Head Start is an education pathway for secondary school students that combines their VCE or VCAL with an apprenticeship or traineeships.

What we do:

Head Start is designed to give students the confidence, capabilities and employability skills that employers are seeking in growth industries. It is a quality pathway option for motivated students who wish to get a Head Start on their future career.
Each year students will increase the time spent developing skills in the workplace. A Head Start Coordinator will support students in all aspects of their Head Start Program including; school, work and training.

What we will learn?

A Head Start Program offers students a range of benefits including:

- Career planning advice to find the right pathway.
- A Head Start Pathway Plan tailored to the specific needs of the student and the employer.
- One on one support from a Head Start Co-ordinator to keep students on track.
- Quality assured nationally recognised training.
- A VCE or VCAL certificate.
- Significant progress towards, or completion of a trade qualification.
- Payment of a fair training wage.
- A tailored pathway into a priority industry career.

PREREQUISITES

Students will be interviewed

RECOMMEND LEVEL

- *PACE 3*
- *VCE*
- *VCAL*

VICTORIAN SCHOOL OF LANGUAGES

The Victorian School of Languages (VSL) is at the forefront of language teaching. Due to its single faculty language focus, the VSL has a high concentration of expertise and is well placed to offer quality, innovative language programs. A common curriculum rationale, methodological approach and organisational focus is implemented for every language and year level and this forms the basis of the development of individual syllabi and teaching materials.
The VSL curriculum provides for its students a balanced set of learning experiences which are active, cooperative and participatory and which give students maximum opportunity to realise their potential. Curriculum development is based on the communicative approach to language teaching, aimed at the intellectual, social, emotional and creative development of all students and is inclusive of gender, ability and background. Learning tasks and assessment practices are structured in such a way that student progress is measurable and so that participating students are enabled and encouraged to perform well. All courses are reviewed to ensure compatibility with the Victorian Curriculum and VCE.

VSL courses are for students who are unable to study the language at their regular school. Enrolment eligibility for all VSL courses is determined by Department of Education guidelines. https://www.vsl.vic.edu.au/

Courses:

Languages	Secondary	VCE	Accelerated
Arabic	✓	✓	
Chinese - Mandarin FL		✓	
Chinese - Mandarin SL	✓	✓	
Chinese - Mandarin SLA		✓	
French	✓	✓	✓
German	✓	✓	✓
Greek	✓	✓	
Hindi		✓	
Indonesian	✓	✓	✓
Italian	✓	✓	✓
Japanese		✓	
Latin		✓	✓
Punjabi		✓	
Spanish		✓	✓
Vietnamese		✓	

SENIOR PATHWAYS

VCE SUBJECTS

ENGLISH
English
Literature

ARTS
Drama
Media
Studio Art
Visual Communication & Design

HEALTH & PE
Health and Human Development
Physical Education

HUMANITIES
Accounting
Australian & Global Politics
Business Management
Geography
History
Industry & Enterprise
Legal Studies

LANGUAGE
German

MATHEMATICS
Foundation Mathematics
General Mathematics
Further Mathematics
Mathematical Method
Specialist Mathematics

SCIENCE
Biology
Chemistry
Physics
Psychology

TECHNOLOGY
Agricultural & Horticultural Studies
Food Studies
Product Design & Technology

EXTENDED INVESTIGATION
Extended Investigation

VCAL SUBJECTS

VCAL Pathways
Literacy
Numeracy
Personal Development Skills
Work Related Skills

VET SUBJECTS

NMVC VET Cluster
Music Industry
Sport Coaching

OTHER PATHWAYS

SOCIAL, EMOTIONAL LEARNING
PAL

PROGRAM AT BSC
Head Start Program
Working Communities Program

VICTORIAN CERTIFICATE OF EDUCATION

REQUIREMENTS OF THE VCE:

The VCE program is the complete list of VCE units you complete usually over two years – or longer if you choose. Typically, this list will consist of 20-24 units. That translates as five or six subjects, each of four units.

To obtain the VCE, students must satisfactorily complete at least 16 Units in all. These 16 Units must include at least:

- Three Units from the English sequence, and
- Three pairs of Units 3 and 4 sequences in studies other than English. For example, Units 3 and 4 of Accounting, Drama and Geography.

At Bundoora Secondary College, students are required to attempt a minimum of:

- 10 Units in the first year, ie. 5 Units each semester at 4 x 60 minute periods per week.

These could include a combination of Units 1-4 subjects and VET units; and

- 10 Units in their second year, ie. 5 Units each semester at 4 x 60 minute periods per week. These units would normally consist of Units 3-4 subjects.

EXTERNAL EXAMINATIONS

External examinations are set and marked by the Victorian Curriculum and Assessment Authority. These are held in October/ November. Student results for each exam will be reported as a grade from A+ to E. The final marks given by the VCAA for both exams and school assessed coursework and tasks will be used to calculate the Study Score, which is then used to calculate your ATAR.
Non-scored VCE may be undertaken in special circumstances. Students considering doing a VCE without an ATAR score should schedule a meeting with the VCE Pathways Transition Co-ordinators, Jim Tsakmakis and Chelsea Power, and the Careers and Pathways Practitioner, Elisa McKenzie

GENERAL ACHIEVEMENT TEST (GAT)

All students attempting a Unit 3 or 4 study will be expected to sit the General Achievement Test (GAT) in June. The GAT is a test of general knowledge and skills in:

- Written Communication
- Mathematics, Science and Technology
- Humanities, The Arts and Social Sciences.

Each represents a body of general knowledge and skills that students are likely to have built up through their school years. Because it is a general test, no special study is required for the GAT. Students will already have done preparation for the GAT in past study of subjects like English, Mathematics, Science and History, where they have built up general knowledge and skills in writing, numeracy and reasoning. These are the knowledge and skills that will be tested.
The purpose of the GAT is as a safety net for students and as an accountability measure for schools. Where a student's exam result is an anomaly, the GAT provides extra information about the student's knowledge and skills. Students undertaking a Units 3 and 4 sequence will be given more detailed information on the GAT in the weeks preceding it.

ENGLISH

- Critical thinking
- Creative writing
- Current Affairs
- Reading and Literature

ENGLISH

Unit 1 & 2

What will we learn?

Students' VCE English journey starts here. In this unit, student read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken, and multimodal texts. Students will:

- Identify, explain, and analyse various elements associated with texts, including characters, themes, features, and impact on audiences
- Apply the conventions of oral presentations in the delivery of spoken texts
- Critically analyse the way writers use language to persuade and position audiences

In Unit 2, students compare the presentation of ideas, issues, and themes in texts. They analyse arguments presented and the use of persuasive language in texts. Students develop their skills in creating written and multimodal texts. In this unit, students will:

- Explain and analyse the similarities and differences between texts
- Draft, review, edit, and refine comparative responses
- Plan analytical responses and texts that present an argument
- Develop, clarify, and critique ideas presented in their own and others' arguments using discussion and writing
- Draft, review, edit, and refine analytical responses and texts that present an argument, crafting for persuasion and using feedback gained from individual reflection, along with peer and teacher comments.

Unit 3 & 4

What will we learn?

In Unit 3 English, students will study the language of the media, learn more about current issues, and become informed critics.
Students will also study a variety of texts, including print, multimedia, and film. Students will develop creative ideas relating to a nominated text as well as write a sustained and carefully constructed text response to another nominated text.

In Unit 4, students demonstrate skills associated with oral language analysis. Students will also study two texts with a view to constructing a comparative analysis. The end of year exam provides students with an opportunity to showcase their English skills in three areas: using language to persuade, comparative analysis, and reading and responding.

DURATION

2 Years

PREREQUISITES

English is a compulsory subject from Entry to Graduation as Literacy competency is essential in all subjects.

POSSIBLE PATHWAYS

- *Author/writer*
- *Journalist*
- *Teacher*
- *Library technician/ assistant*
- *Historian*
- *Interpreter*
- *Secretary*

Pre-Graduation: Approximately $25

Graduation: Approximately $40

ENGLISH

- Writing creatively
- Thinking critically
- Reading a wide range of Literature

LITERATURE

Unit 1 & 2

What will we learn?

In Unit 1 students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

In Unit 2 students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and
contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Unit 3 & 4

What will we learn?

In Unit 3 students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

In Unit 4 students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

DURATION

2 Years

POSSIBLE PATHWAYS

- *Author/writer*
- *Academic*
- *Journalist*
- *Teacher*
- *Librarian*
- *Film/script writer*

Cost of Distance Education

ARTS

- Group work
- Ensemble work
- Solo performances
- acting
- creating dramatic performances
- storytelling
- analysing live performances

DRAMA

What will we learn?

The study of Drama focuses on the creation and performance of characters, narratives and stories. Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. They analyse the development of their performances and explore the actor-audience relationship.
Students develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural contexts. They view and analyse performances by professional and other drama practitioners. The study provides students with opportunities to explore the ways in which drama represents social, political, and historical contexts, narratives and stories.
Students develop an understanding of the language of drama including terminology and expressions appropriate to the context of the drama that students create, perform and analyse. Students develop an appreciation of drama as an art form through participation, criticism and aesthetic understanding. The study of drama provides students with pathways to further studies in fields such as acting, direction, playwriting, production design, production management and studies in drama criticism.

Unit 1 & 2

Unit 1 Introducing performance styles
In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived.

Unit 2 Australian identity
In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity..

Unit 3 & 4

Unit 3 Ensemble performance
This Unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Nonnaturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Unit 4 Solo performance
Creating a solo performance in this Unit requires use of processes to develop character, actions and stories. Students need to understand the range of skills and abilities involved in exploring the potential of ideas and using dramatic elements, stagecraft, theatrical conventions and performance styles to communicate their ideas through the performance. Ultimately, too, the creation of the solo performance is as much about self-management planning and working to a timeline as it is about performance.

DURATION
2 Year

POSSIBLE PATHWAYS
- *Actor*
- *Musician*
- *Choreographer*
- *Film, stage and TV director*
- *Artist*
- *Theatre critic*
- *Publicity agent*

TBC

ARTS

- Analysing media texts and exploring the meaning contained
- Constructing media texts across different forms
- Exploring the complex relationship between the media and the audience

MEDIA

Unit 1 & 2

What will we learn?

In Unit 1, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students gain an understanding of audiences as producers and consumers of media products. They will work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

In Unit 2, students further develop an understanding of the concept of narrative in media products and forms in different contexts. They will analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

Unit 3 & 4

What will we learn?

In Unit 3, students explore stories that circulate in society through media narratives. They consider how construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. They will use the preproduction stage of the media production process to design the production of a media product for a specified audience.

In Unit 4 students focus on the construction stages of the media production process. They refine their media production in response to feedback and through personal reflection. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They will also explore the capacity of the media to be used by governments, institutions and audience.

DURATION

2 Year

POSSIBLE PATHWAYS

- *Journalist*
- *Actor*
- *Editor – film and TV*
- *Film critic/reviewer*
- *Teacher*
- *Film and TV producer*
- *Camera operator*
- *Public relations manager*

Pre-Graduation: Approximately $25

Graduation: Approximately $40

ARTS

- Expressing their creativity
- Exploring their art skills further.
- Researching artists.

STUDIO ART

Unit 1 & 2

What will we learn?

Unit 1: Studio inspiration and techniques

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively renew and resolve their skills to communicate ideas in artworks.

Unit 2: Studio Exploration and Concepts

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

Unit 3 & 4

What will we learn?

Unit 3 - Studio practices and processes

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to design an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

Unit 4 - Studio practice and art industry contexts

In this unit students focus on the planning, production and evaluation required to develop, design and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4.

DURATION

2 Year

POSSIBLE PATHWAYS

- *Photographer*
- *Web designer/ developer*
- *Multimedia developer*
- *Artist*
- *Animator*

Pre-Graduation: Approximately $70

Graduation: Approximately $70

ARTS

- Applying freehand drawing to generate design ideas for problem solving
- Design, technical and Architectural drawing
- Using drawing and design software to refine design ideas and create final presentations

VISUAL COMMUNICATION AND DESIGN

Unit 1 & 2

What will we learn?

Within Unit 1 design folios, students apply design thinking and drawing skills to create visual messages, ideas and design concepts. They practice their ability to draw what they observe and use visualisation drawing methods to explore their own ideas and concepts. They create drawings for different purposes using a range of drawing methods, media and materials and select and apply design elements and design principles to create visual communications for specific purposes. They describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

Within Unit 2 design folios, students focus on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications that meet specific purposes in designated design fields. The folio will include presentation drawings that incorporate relevant technical drawing conventions and information and ideas for a selected design field. Students will manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright, and apply stages of the design process to create an appropriate final presentation to a given brief.

Unit 3 & 4

What will we learn?

Students will gain an understanding of the processes designers undertake that structure their design thinking and how they communicate ideas with clients, target audiences, other designers and specialists. They explore a range of existing visual communications and create a body of work (folio) based on each of the 3 design fields:

- Communication Design (examples are; posters and packaging)
- Environmental Design (examples are; Architectural/built environments and interior design)
- Industrial design (examples are; auto design, fashion accessories and electrical goods).

They investigate the practices of contemporary designers whom are employed in each of the design fields and how they apply design processes and factors that influence their work and specific field. Students will write a brief that for a client and undertake research and generate a range of drawn ideas for their folio which are relevant to the brief. Students create a folio that focuses on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief (created in Unit 3). They apply the design process twice to meet each of the stated communication needs. While undertaking the folio they annotate their work and use a range of materials and media (including IT such as Photoshop) to generate design options and to refine their design solutions.

DURATION
2 Year

POSSIBLE PATHWAYS

- *Architect*
- *Interior designer/ decorator*
- *Fashion designer*
- *Builder*
- *Industrial engineer*
- *Visual merchandiser*
- *Furniture designer*

Pre-Graduation: TBC

Graduation: TBC

HEALTH & PE

- Health and health promotion
- The science of nutrition
- Prenatal and child development
- World health issues

HEALTH AND HUMAN DEVELOPMENT

Unit 1 & 2

What we will learn?

In Unit 1, students explore the various definitions of health and wellbeing, while investigating the health status of Australia's youth through the use of current data. They consider the various factors that influence their own health and wellbeing including the role of nutrition and food selection in promoting short and long term health and wellbeing. Students will apply research skills to conduct an independent research project on a focus health issue relating to youth.

In Unit 2, students examine the developmental transition from youth to adulthood and gain an insight into the human lifespan. Students investigate the factors that influence development during the prenatal and early childhood stages of the lifespan. A key focus of this unit is to analyse the role of healthy and respectful relationships in achieving optimal health and wellbeing. Australia's health care system is explored and students are given the opportunity to research health services in their local community.

Unit 3 & 4

What we will learn?

In Unit 3, students begin to explore health and wellbeing as a global concept and consider the benefits of optimal health and wellbeing and it's importance as an individual and a collective resource. Their thinking extends to health as a universal right and looks at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They will focus on health promotion and improvements in population health over time and analyse variations in health status of Australians.

In Unit 4, students examine health and wellbeing, and human development in a global context. They explore factors that contribute to health inequalities between and within countries and study the key concepts of sustainability and human development. They will consider the health implications of increased globalisation an investigate the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students will reflect on their own capacity to take action to improve health and wellbeing and human development.

DURATION

2 Years

POSSIBLE PATHWAYS

- *Physiotherapy*
- *Sports science*
- *Personal trainer*
- *PE teacher*
- *Sports coaching*
- *Nursing*
- *Health promotion*
- *Nutritionist*

Pre-Graduation: Approximately $40

Graduation: Approximately $25

HEALTH & PE

- Sport and exercise
- Health and fitness
- Training
- Physical activity

PHYSICAL EDUCATION

Unit 1 & 2

What we will learn?

In Unit 1 students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential arms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

In Unit 2 students develop an understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. They explore a range of factors that influence and facilitate participation in regular physical activity and collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings based strategies that are effective in promoting participation in some form of regular physical activity.

Unit 3 & 4

What we will learn?

Unit 3 introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

In Unit 4 students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

DURATION

2 Years

POSSIBLE PATHWAYS

- *Physiotherapy*
- *Sports science*
- *Personal trainer*
- *PE teacher*
- *Sports coaching*
- *Nursing*
- *Health promotion*
- *Nutritionist*

Pre-Graduation: Approximately $25

Graduation: Approximately $25

HUMANITIES

- Starting or managing their own business
- Learning the skills involved in effective financial management of a business

ACCOUNTING

Unit 1 & 2

What we will learn?

Unit 1, explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

In Unit 2, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Unit 3 & 4

What we will learn?

Unit 3, focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

In Unit 4, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

DURATION

2 Years

POSSIBLE PATHWAYS

- *Accountant*
- *Auditor/Tax Agent*
- *Actuary*
- *Bookkeeper*
- *Budget Analyst*
- *Business Manager*
- *Chief Finance Officer*
- *Finance Analyst*
- *Financial Planner/ Advisor*
- *Small Business*
- *Treasurer*
- *Forensic Accountant*

VSV costs

HUMANITIES

- Debating and discussing global political issues
- Gathering research to make informed judgements
- Working independently to complete written assessments and multimedia presentations

AUSTRALIAN & GLOBAL POLITICS

Unit 1 & 2

What we will learn?

In Unit 1, students are introduced to the key ideas relating to the exercise of political power. They learn how these ideas shape political systems and in particular the characteristics of liberalism. They will consider the nature of power in Australian democracy and in a non-democratic political system. They also learn what influences the key political actors in Australia such as political parties, interest groups and the media.

In Unit 2, students learning will have a more global focus. This unit will see students learn about the global community and the global actors that are part of this community. They will explore the ways in which their lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. Students will also learn how global actors cooperate and share visions and goals as part of the global community. They will investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

Unit 3 & 4

What we will learn?

In Unit 3, students will learn about the aims, roles and powers of the main global political actors. They will develop this understanding through an in-depth examination of the concepts of national interests and power as they relate to the state. They will also learn how a state in the Asia-Pacific uses power to achieve its objectives.

In Unit 4 students will learn about the key global challenges facing the international community in the 21st century. They will examine and analyse the debates surrounding ethical issues that are underpinned by international law. They will also look how the global community responds to these issues. Students will also learn the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

DURATION
2 Years

POSSIBLE PATHWAYS

- *International Relations*
- *Politician*
- *Journalist*
- *Parliamentarian*
- *Court Officer*
- *Public servant*

Cost of Distance Education

HUMANITIES

- Businesses and how they operate to produce the goods/ services we enjoy in our everyday lives
- Learning about the skills involved in establishing and running a successful business

BUSINESS MANAGEMENT

Unit 1 & 2

What we will learn?

In Unit 1, students examine the concepts of innovation and entrepreneurship and consider factors that influence business ideas. Students explore the internal and external environments of a business and consider how each environment influences the way the business operates. Students learn core business planning and decision-making skills and apply these to their very own business plan.

In Unit 2, students examine the legal requirements that must be satisfied to establish a business. Students investigate the strategies involved in effectively marketing a business and its goods/services. Students explore the concepts of staffing a business and managing the needs of employees to maximise success.

Unit 3 & 4

What we will learn?

In Unit 3, students explore the types of businesses in Australia and the styles and skills used by managers to operate them. Students learn about specific areas of management responsibility including Human Resource Management and Operations Management, to develop a complex understanding of how businesses are arranged to meet objectives. Students examine a range of theories/strategies for improving the performance of employees and optimising business operations.

In Unit 4 students develop an understanding of why businesses need to change by evaluating performance indicators. Students learn about, apply and evaluate a range of change management theories and strategies to contemporary business situations, to explore how businesses can (and do) manage change effectively.

DURATION
2 Years

POSSIBLE PATHWAYS
- *Small business Manager*
- *Corporate management*
- *Human Resource*
- *Management*
- *Business Analyst*
- *Consultant*

Pre-Graduation: Approximately $25

Graduation: Approximately $25

HUMANITIES

- The natural and human environment
- Understanding the world around them
- Group/collaborative work and problem solving
- Debating and discussing global geographical issues
- Completing fieldwork – going out into the environment to collect information

GEOGRAPHY

Unit 1 & 2

What we will learn?

In unit 1, students investigate how people have respond to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

In Unit 2, students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.

Unit 3 & 4

What we will learn?

Unit 3 focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover is altered by many processes such as geomorphological events, plant succession and climate change.

In Unit 4, students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

DURATION
2 Years

POSSIBLE PATHWAYS
- *Urban Planner*
- *Landscape Architect*
- *Mining Engineer*

TBC

HUMANITIES

- Ask and use a range of historical questions to explore continuity and change, and construct arguments about continuity and change using sources as evidence
- Analyse the perspectives pf people and how perspectives changed and/or remained the same over time

MODERN HISTORY

Unit 1 & 2

What we will learn?

In Unit 1, students investigate the nature of social, political, economic, and cultural change in the later part of the 19th century and the first half of the 20th century. They also explain patterns of social and cultural change in everyday life in the first half of the twentieth century and analyse the conditions which influenced these changes. Key knowledge includes consequences of World War 1, ideologies and political structures of empires and nation states, political and social change, significant individuals who contributed to these changes, and the significant causes of World War 2.

In Unit 2, students investigate the nature and impact of the Cold War and challenges and changes to social, political, and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.
Students explain causes of the Cold War and analyse its consequences on nations and people. Students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century. Students examine ways in which ideas, values and political systems remained the same or were changed and explore the causes of significant political and social events and movements, and their consequences for nations and people. Key knowledge includes long term and short-term causes of the Cold War, competing ideologies, establishment of the UN, Cold War tensions, events and conditions that challenged traditional social, political, and economic structures, significant individuals and movements, and the consequences of change.

HISTORY - AUSTRALIAN HISTORY

Unit 3 & 4

What we will learn?

In Units 3 and 4 Australian History, students develop their understanding of the foundational and transformative ideas, perspectives and events in Australia's history and the complexity of continuity and change in the nation's story.
The study of Australian history is considered both within a national and a global context, particularly Aboriginal and Torres Strait Islander peoples and culture, a colonial settler society within the British Empire and as part of the Asia-Pacific region. Students come to understand that the history of Australia is contested and that the past continues to contribute to ongoing interpretations, debates, and tensions in Australian society.
Two historical investigations are selected and followed through Units 3 and 4.

- From custodianship to the Anthropocene (60,000 BCE–2010)
- Creating a nation (1834–2008)
- Power and resistance (1788–1998)
- War and upheaval (1909–1992)

Through the lens of these themes, students explore the foundations of continuity and change in Australian history and examine the prominent trends, interactions and relationships between Aboriginal and Torres Strait Islander peoples, early European colonisers, settlers, and migrants, as they debated how the new society should be governed and who should be excluded and included as citizens.
They continue the exploration of their selected themes by examining the extent to which Australia was transformed and changed by social, political, and economic events, ideas, experiences, and movements that took place after World War Two.

DURATION
Unit 1 & 2: Year
Unit 3 & 4: Year

POSSIBLE PATHWAYS

- *Politician*
- *Social Worker*
- *Lecturer*
- *Sociologist*
- *Human resource officer*
- *Community services*

Pre-Graduation: Approximately $25

Graduation: Approximately $25

HUMANITIES

- investigate job tasks and processes in work settings
- developing work-related skills

INDUSTRY AND ENTERPRISE

Unit 1 & 2

What we will learn?

In Unit 1, students develop work-related skills by actively exploring personal career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students develop work-related skills that assist in dealing with issues commonly affecting participants in the workplace. Students examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings. They investigate job tasks and processes in work settings, as well as entry-level requirements for work in selected industries. After completing the relevant occupational health and safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning.

In Unit 2, students develop their understanding of how enterprising and leadership behaviour is vital for success in a range of personal, social, community and work settings. Students investigate the characteristics and qualities of successful entrepreneurs in different settings, and investigate the relationship between leadership behaviour and the development of an individual's work-related skills. As part of a wider industry investigation, students consider the characteristics of a selected industry and evaluate the extent to which enterprising behaviour is applied in selected work settings within this industry. Globalisation, technological change, environmental issues and other significant issues are having an impact on Australian industry. Students analyse the impact of one significant issue on an Australian industry and consider how the industry has responded in an enterprising way. After completing the relevant OH&S induction program, students demonstrate practical application of their developing work-related skills by completing at least 35 hours of structured workplace learning.

Unit 3 & 4

What we will learn?

In Unit 3, students focus on the development of enterprise culture in community and/or work settings and within Australian industries. The future of Australian industry depends on ongoing development of a successful enterprise culture. Ongoing industry issues act as forces for change and affect work settings within Australian industries.
To succeed and remain viable, Australian industry must respond in enterprising ways. Integral to developing an understanding of enterprise culture is exploration of the importance of work-related skills in a community and/or work setting and their application through structured workplace learning. Students examine enterprise culture by undertaking an investigation of the behaviour of enterprising stakeholders, enterprising approaches to safety and the role of leadership and teamwork in relation to community and/or work settings. Students explore the role and impact of four significant issues that act as forces for change in developing an enterprise culture within an industry operating in Australia: the management of quality, workplace flexibility, technology, and training and workplace learning. After completing the relevant OH&S induction program, students demonstrate the practical application of workrelated skills by completing at least 35 hours of structured workplace learning.

In Unit 4, students investigate enterprising responses by industry from the last four years to the need for change and how these are transforming the Australian workplace. Innovation is a key agent of change for Australian industries. Students investigate innovation and evaluate its importance for a selected Australian industry. They consider the role of government in supporting innovation within industry and examine the relationships between technology, training and innovation in developing an enterprise culture.

DURATION
2 Years

TBC

HUMANITIES

- Learning about their rights and responsibilities, investigating crime, and the workings of the legal system
- Critical thinking and legal reasoning to solve legal problems
- A legal or justice career

LEGAL STUDIES

Unit 1 & 2

What we will learn?

In Unit 1, students develop an understanding of the different types and sources of law. Students learn 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.

In Unit 2, students examine the methods that may be used to determine a criminal case or resolve a civil dispute, including the purposes, types and effectiveness of sanctions and remedies. Students develop an understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights.

Unit 3 & 4

What we will learn?

In Unit 3 students develop an understanding of the rights of the accused and of victims in the criminal justice system. They will examine and analyse the factors considered when initiating a civil claim, and discuss the institutions and methods used in resolving civil disputes. Students learn about the principles of justice: fairness, equality and justice and evaluate the ability of the legal system in achieving these principles.

In Unit 4, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. Students investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

DURATION
2 Years

POSSIBLE PATHWAYS
- *Lawyer*
- *Legal aid*
- *Clerk*
- *Police*

Pre-Graduation: Approximately $40

Graduation: Approximately $40

LANGUAGES

- Apply their language skills; career or continued study pathways
- Learning about the skills involved in speaking German fluently and confidently

GERMAN

Unit 1 & 2

What we will learn?

Unit 1 comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Unit 2 comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Unit 3 & 4

What we will learn?

Unit 3 comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Unit 4 comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

DURATION

2 Years

PREREQUISITES

Level 10 German

POSSIBLE PATHWAYS

- *Interpreter*
- *Language teacher*
- *Foreign affairs officer*
- *Historian*
- *Hotel manager*
- *Speech pathologist*
- *Linguist*
- *Immigration officer*
- *Customs officer*

Pre-Graduation: Approximately $50

MATHEMATICS

- Learning a trade
- Developing numeracy skills
- Not continuing mathematics at Year 12

FOUNDATION MATHEMATICS

This subject is designed to support students in VET studies or other VCE studies requiring mathematical skills. It is intended for students who do not wish to continue studies of mathematics at Unit 3 & 4 level. Foundation Mathematics strongly emphasises using mathematics in practical situation or other VCE studies requiring mathematical skills. It is intended for students who do not wish to continue studies of mathematics at Unit 3 & 4 level. Foundation Mathematics strongly emphasises using mathematics in practical situations.

Unit 1 & 2

What will we learn?

In Unit 1, students will study topics in four areas 'Space, shape & design', 'Patterns & number', 'Data' and 'Measurement'. They explore the use of math in everyday life in the community, at work and at study.

In Unit 2, students continue to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs. Students progressively develop skills throughout the units of study, developing links between the concepts. The math content is in the context present in students' other studies, work or other familiar situations.

DURATION

Year

POSSIBLE PATHWAYS

- *Building trades*
- *Retail assistant*
- *Secretary*
- *Cashier*
- *Sales assistant*

TBC

MATHEMATICS

- Continuing math studies in Year 12
- Using CAS in solving problems

GENERAL MATHEMATICS

Unit 1 & 2

What will we learn?

In Unit 1, student study univariate & bivariate data, linear equations & graphing and matrices. Students must be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

In Unit 2, students study networks, sequences (recursion) and financial math. Students progressively develop skills throughout the units of study, developing links between the concepts.

FURTHER MATHEMATICS

Unit 3 & 4

What will we learn?

In Unit 3, students complete compulsory core units – 'Data analysis' and 'Recursion and financial modelling'.

In Unit 4, students complete the Applications modules – 'Matrices' and 'Networks and decision mathematics'. Modules are related to topics studied in General Mathematics Unit 1 & 2. Students are expected to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation.

DURATION

2 Years

POSSIBLE PATHWAYS

- *Bank officer*
- *Accountant*
- *Auditor*
- *Secretary*
- *Teacher*
- *Science*

Pre-Graduation: Approximately $90

Graduation: Approximately $90

MATHEMATICS

- Learning more about higher level algebra, calculus.
- Relating number patterns to graphs.
- The math related to the sciences.

MATHEMATICAL METHODS

Unit 1 & 2

What will we learn?

In Unit 1, students use algebra with and without technology to examine the concepts of functions and graphs, calculus, probability and statistics. They explore the application of functions in a variety practical and theoretical contexts.

In Unit 2, students focus on the study of transcendental functions and the calculus of simple algebraic functions. Students progressively develop skills throughout the units of study, developing links between the concepts.

Unit 3 & 4

What will we learn?

In Unit 3, students extend the studies to include a combination of functions with increasing complexity. Students will learn to solve problems requiring modelling, transformations, graph sketching and equation solving.

In Unit 4 students continue to study calculus applications and the study of random variables, discrete & continuous probability distributions. The content of calculus will include the treatment of integration, the relation between integration and the area of regions specified by lines or curves described by function rules.

DURATION

Year

POSSIBLE PATHWAYS

- *Actuary*
- *Investment analyst*
- *Engineerer*
- *Mathematician*
- *Teacher*
- *Programmer*
- *Pilot*

Pre-Graduation: Approximately $40

Graduation: Approximately $40

MATHEMATICS

- In-depth study of mathematics.
- Further studies in mathematics and mathematics related fields.

SPECIALIST MATHEMATICS

Unit 1 & 2

What will we learn?

In Unit 1 & 2 students cover the following four prescribed topics:

- Number systems and recursion
- Geometry in the plane and proof
- Vectors in the plane
- Graphs of non-linear relations

In addition to the prescribed topics, students will also study the following:

- Transformations, trigonometry and matrices
- Principles of counting
- Kinematics
- Statistics

Unit 3 & 4

What will we learn?

In Unit 3 student learn 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study.

In Unit 4 studies consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study. Students techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

DURATION

Year

POSSIBLE PATHWAYS

- *Actuary*
- *Mathematician*
- *Aerospace engineer*
- *Chemist*
- *Chemical engineer*
- *Financial trader/ broker*
- *Financial planner*
- *Physicist*
- *Teacher*
- *Biochemist*

TBC

SCIENCE

- Medicine/ biomedical science
- Ecology and the environment
- Gene technology
- Health and nutrition

BIOLOGY

Unit 1 & 2

What we will learn?

Unit 1: How do organisms regulate their functions?
Learn about cell growth, replacement, and death, and the role of stem cells in differentiation, specialisation, and renewal of cells. Investigate the key events of the cell cycle and the processes for cell division, including disruptions to the cell cycle and deviant cell behaviour which can cause cancer. Explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals. Learn about how plants regulate their water balance, and how animals maintain their temperature, blood glucose and water balance. Find out how homeostatic mechanisms in animals help maintain their internal environment within a narrow range of tolerance levels and consider malfunctions in homeostatic mechanisms cause diseases such as Multiple sclerosis and diabetes.

Unit 2: How does inheritance impact on diversity?
How a characteristic or trait can be influenced by one gene, many genes acting together, and genes interacting with external environmental or epigenetic factors. Develop genetic knowledge to analyse pedigree charts, determine patterns of inheritance and predict outcomes of genetic crosses. Explore how species are interdependent, including the importance and impact of keystone species and top predators. Consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives to the understanding of the adaptations of, and interdependencies between species in Australian ecosystems. Investigate a current bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

Unit 3 & 4

What we will learn?

Unit 3: How do cells maintain life?
Learn about the current scientific studies around genetics and their application to the real world. Investigate topics such as discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism uses in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9. Explore how cellular processes are influenced using of enzyme inhibitors such as pesticides and drugs. Research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

Unit 4: How does life change and respond to challenges?
How evolutionary biology is based on the accumulation of evidence over time. Investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Examine evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Critically analyse the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

DURATION
2 Years

POSSIBLE PATHWAYS
- *Biologist*
- *Anaesthetist*
- *Dentist*
- *Zoo keeper*
- *Paramedic*
- *Laboratory worker*
- *Pharmacist*
- *Biomedical engineer*

Approximately $100 for Edrolo textbook

SCIENCE

- Analytical science
- Biomedical science
- Engineering
- Medicine/pharmacy

CHEMISTRY

Unit 1 & 2

What we will learn?

Unit 1: How can the diversity of materials be explained?
Students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances.

Unit 2: What makes water such a unique chemical?
In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water.

Unit 3 & 4

What we will learn?

Unit 3: How can chemical processes be designed to optimize efficiency?
Students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

Unit 4: How are organic compounds categorised, analysed and used?
Students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules.

DURATION
2 Years

POSSIBLE PATHWAYS
- *Chemist*
- *Medical practitioner*
- *Physiologist*
- *Nurse*
- *Veterinarian*
- *Dietitian*
- *Biomedical engineer*

Approximately $100 for Edrolo textbook

SCIENCE

- Radiology
- Space and astrophysics
- Engineering
- Mathematics

PHYSICS

Unit 1 & 2

What we will learn?

Unit 1: What ideas explain the physical world?
Students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Unit 2: What do experiments reveal about the physical world?
Students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary.

Unit 3 & 4

What we will learn?

Unit 3: How do fields explain motion and electricity?
Students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators.

Unit 4: How can two contradictory models explain both light and matter?
Students explore the use of wave and particle theories to model the properties of light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables

DURATION

2 Years

POSSIBLE PATHWAYS

- *Physicist*
- *Audiovisual technician*
- *Aircraft engineer*
- *Civil and structural engineer*
- *Electrical engineer*
- *Electrician*
- *Pilot*
- *Mathematician*
- *Teacher*
- *Surveyor*
- *Computer engineer*
- *Astronomer*
- *Architect*

Approximately $100 for Edrolo textbook

SCIENCE

- Mental health and wellbeing
- Human behaviour
- Educational psychology

PSYCHOLOGY

Unit 1 & 2

What we will learn?

Unit 1: How are behaviour and mental processes shaped?
In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2: How do external factors influence behaviour and mental processes?
Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. They examine the contribution that research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Unit 3 & 4

What we will learn?

Unit 3: How does experience affect behaviour and mental processes?
Students examine both macro-level and micro-level functioning of the nervous system to explain how the nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

Unit 4: How is wellbeing developed and maintained?
Students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

DURATION

2 Years

POSSIBLE PATHWAYS

- *Psychologist*
- *Social worker*
- *Counsellor*
- *Careers adviser*
- *Community worker*
- *Teacher*

Graduation: Approximately $100 for Edrolo textbook

TECHNOLOGY

AGRICULTURE AND HORTICULTURE

Unit 1 & 2

What we will learn?

In Unit 1, students develop their understanding of Australia's agricultural and horticultural industries and research the opportunities and practical realities of working in the sector. They consider sources of food and fibre indigenous to Victoria prior to European settlement, and current and past perceptions of Australian agricultural and horticultural industries. They seek to understand socio-cultural influences on food and fibre practices, and best practice in agriculture and horticulture in terms of climate zones, soil quality, plant and animal selection, workplace health and safety, and the collection and analysis of quality-assurance data.

In Unit 2, students research plant and animal nutrition, growth and reproduction. They develop an understanding of the conditions in which plants and animals grow and reproduce, and of related issues and challenges. They evaluate the effectiveness and sustainability of agricultural or horticultural practices. Students investigate the structure, function, nutrition and growth of plants. They explore animal nutrition and digestion, and growth and development, and make comparisons between production methods. Students research reproductive processes and technologies for both plants and animals within the contexts of food and fibre production.

Unit 3 & 4

What we will learn?

In Unit 3, students examine the role of research and data, innovation and technology in Australia's food and fibre industries. They investigate challenges faced by food and fibre producers in Australia and globally. They consider the everyday role of innovation and technology in agriculture and/or horticulture and research the impacts of new and emerging developments over the past six years. They also explore the influence of market demands and social expectations as drivers of change. Emphasis is placed on the importance of biosecurity: the protection of agricultural and horticultural industries against pests, diseases and weeds, and measures to combat the serious threat posed by biological resistances.

In Unit 4, students examine sustainability in terms of land management, as well as its role in food and fibre industries. They research the effects of climate change on food and fibre production through case studies of effective responses to this and other environmental challenges. Students investigate environmental degradation and approaches to sustainable land management and rehabilitation. They study ecosystems, the importance of biodiversity and the applicability of environmental modification techniques. They also research strategies for securing sustainable markets, for adding value to primary produce, and for ensuring and promoting the high quality of Australian-grown products.

DURATION

2 Years

POSSIBLE PATHWAYS

- *Chef*

TBC

TECHNOLOGY

- Studying a practical-based subject
- Nutrition
- The Food Industry

FOOD STUDIES

Unit 1 & 2

What we will learn?

In Unit 1, students look at food from a historical and cultural perspective. Students investigate the origins and roles of food through time and across the world, with a focus on Australian cuisine. The practical component of the study explores the use of ingredients available today. Australian indigenous foods are investigated and we see how food patterns have changed through the influence of food production, processing and manufacturing industries. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

In Unit 2, students investigate food systems in Australia, looking at both commercial food production and small scale food production in the home. Students gain insight into the significance of food industries to the Australian economy and investigate how the food industry provides safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and compare their foods to commercial products. Students create new food products using the design principles of research, design, product testing, production, evaluation and marketing and explore a range of dietary requirements in their design tasks.

Unit 3 & 4

What we will learn?

In Unit 3, students explore the science of food relating to chemical changes that occur during food preparation and cooking. They will look at the rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop an understanding of nutrient requirements. The influences on food choice and how communities, families and individuals change their eating patterns over time will be discussed. There is opportunity to investigate the functional properties of food, experiment with food to demonstrate techniques and effect, and apply their knowledge and practical skills in the safe production of a variety of nutritious meals for a range of audiences; including healthy meals suitable for families.

In Unit 4, students focus on the global and Australian food systems, the development and application of technologies, the challenges of food security, food safety, food wastage, the use and management of water and land and ethical food issues. Food information and misinformation regarding labelling and marketing will be looked at along with the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Food beliefs, food trends, food fads and diet will be evaluated.

DURATION

2 Years

POSSIBLE PATHWAYS

- *Chef*
- *Food technician*
- *Food teacher*
- *Nutritionist*
- *Health officer*
- *Caterer*
- *Dietician*
- *Food critic*
- *Bar attendant*

Pre-Graduation: Approximately $75

Graduation: Approximately $75

TECHNOLOGY

- Improving the quality of life by designing creative, innovative and sustainable products
- Drawing and product manufacture
- Practical application of building skills
- Carpentry/joinery
- Furniture-making

PRODUCT DESIGN AND TECHNOLOGY - WOOD

Unit 1 & 2

What we will learn?

Unit 1: Sustainable product redevelopment

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

Unit 2: Collaborative Design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including enduser/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online. In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Unit 3 & 4

What we will learn?

Unit 3: Applying the Product Design Process

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including enduser/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online.

Unit 4: Product Development and Evaluation

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

DURATION

2 Years

POSSIBLE PATHWAYS

- *Construction worker*
- *Builder/carpenter*
- *Plumber*
- *Labourer*
- *Building surveyor*
- *Civil engineer*
- *Architect*

Pre-Graduation: Approximately $75

Graduation: Approximately $75

EXTENDED INVESTIGATION

- Research skills
- literacy
- oracy

EXTENDED INVESTIGATIONS

Unit 3 & 4

What we will learn?

In Unit 3, students develop skills in question construction and design, explore the nature and purpose of research and various research methodologies, critically review research literature and identify a specific research question. Students undertake initial research and document their progress in their Extended Investigation Journal. They use their Journal to record the progressive refinement of a selected area of interest and the distillation of an individual research question.

Unit 4 is comprised of two parts that together constitute the student's completion of their investigation. The results of the investigation are presented in a final written report and in an oral presentation incorporating a defence to an educated non-specialist audience. Students are supported and monitored to maintain the dimensions and scope of their investigation and to meet the milestones established in Unit 3. The Extended Investigation Journal is used to record the progress of their investigation and the assistance they receive from supervising teachers, mentors and others.

DURATION
1 Years

TBC

VET STUDIES

Vocational Education and Training refers to enhanced senior school studies, which enable a secondary student to combine their VCE or VCAL studies with vocational training.
Bundoora Secondary College offers VET units on campus, or in partnership with neighbouring schools via the Northern Metropolitan VET cluster, or directly with TAFE Institutions.

Features of VET

- is an accredited vocational education and training program (usually over two years).
- It enables students to complete a nationally recognised vocational qualification (e.g. Certificate II in Hospitality) and a senior secondary certificate such as VCE and/or VCAL at the same time.
- It allows students to go directly into employment or receive credit towards further study.
- It focuses on students developing industry specific and workplace skills.
- It is a vocationally oriented school program designed to meet the needs of industry.

How does it work?

- Students start the program in Year 10 or 11 and undertake a range of VCE/VET Units to gain practical and academic experience.
- Assessment is outcome and skill based in VET Units, that is, the student will have to demonstrate their ability to perform all the required tasks, tests and assignments.
- You are required to do at least 40-80 hours of work placement.
- Select the VCE/VET Units required for the certificate you have chosen.
- Generally each VET Unit is worth one VCE Unit.
- Select the VCE Units required. These may complement work completed in the VET Units.
- All students who apply for a VET subject must get a Unique Student Identification Number.

Do you want to do more than one VET program?

This may suit students who want to try out two areas. Students receive a Statement of Attainment for all VET Modules completed.
The statement of attainment is recognised nationally. Students must make sure they fulfil requirements for satisfactory completion of the VCE.

Compulsory purchase of modules applied for each VET Program

In order to satisfy the requirements of the Australian Qualifications Framework and the Office of Training and Tertiary Education students must complete and keep accredited modules. Student learning outcomes and competencies are signed off in these module booklets.

Access to VET classes at Bundoora Secondary College are contingent on students paying their relevant subject and module charges.
Parents will be notified of the date by which these charges must be paid at the time they receive their subject choices.

VET STUDIES

Northern Melbounre VET Cluster
https://nmvc.vic.edu.au/

NMVC VET CLUSTER

Would you like to take up a NMVC VET program next year?

Any student who is wanting to do an external VET in next year is more than welcome to do so. Bundoora Secondary College is part of the Northern Melbourne VET Cluster, this cluster provides an extensive selection of VET programs to you as a student.

Any PACE 2 student going into PACE 3 or any PACE 3 student going into Pre- Graduation in 2022 is more than welcome to select these VET courses.

Our aim here at the College is to improve student engagement and student outcomes so if we can give our students a variety of VET courses to choose from then it's our mission accomplished.

No promises getting into a VET cluster subject

We cannot make promises where external VET subjects are concerned. We need to ensure that there are enough students in the class for it to go ahead.

Full payment must be made to secured your place in a VET class.

Steps in choosing a VET cluster subject

STEP 1
Read the handbook and program requirements carefully, select your program and complete the NMVC Application form. This will be available on line for students and parents. It is important that students and parents submit these forms by the due date which will be published early term 3.
STEP 2
Attend the compulsory information evening at the Host school in Term 4. The home school will advise you about the location, date and time of this event. Please ensure that all your details are clear and correct on the enrolment form which will be required from the HOST school (host school means the school that is running the program).
STEP 3
There may be materials cost associated with each program. Applicants should contact their VET coordinator for an estimate of their program cost and when payment is due. All fees associated with a VET Program MUST be paid on time.

In order to undertake a VET you must have a USI

REGISTERING FOR YOUR USI NUMBER
Before you get started you will need to know:

- Your Medicare number details
- Be aware of your legal name
- Please enter an email address on your registration that you will be able to access
- once you leave school

1. Follow this link to obtain a Unique Student Identifier (USI):
www.usi.gov.au/students/create-your-usi
2. Complete the application on the website
3. Once applied, you should receive your USI number online within a few seconds.

FORGOTTEN YOUR USI NUMBER?
If you have forgotten your USI, don't worry. It will only take a couple of minutes for you to get it back. Please visit this website and follow these instructions online:
www.usi.gov.au/faqs/i-have-forgottenmy-usi
1. Scroll down to the end of this page and hit 'forgotten my USI number.
2. Click both the boxes pertaining to terms and conditions press next.
3. Click how you would like to receive your USI (e.g. via mobile text, email) and press next
4. Type in either your email or mobile phone.
5. You should automatically get an email and or text with your USI number.

VET STUDIES

- Creativity
- Responsibility
- Working collaboratively
- Organisation
- Time management

CUA30915: CERTIFICATE III MUSIC INDUSTRY

Are you interested in?

Developing an understanding of principles and techniques in recording, live sound, and electronic music production to further develop your own sound production interests.

What we do:

Develops fundamental sound production skills in both studio and live production environments, with a focus on music production. Students use integrated practical projects to develop skills and prepare a professional portfolio of work to launch them into a career in the music industry.

What we will learn?

- Gain an insight into the industry sectors and career opportunities
- Explain how the music industry works in their local environment
- Identify music styles, production processes and promotional opportunities
- Gain basic skills in performance, technology and/or business practice
- Demonstrate appropriate health, safety and security procedures
- Work with others through organising a music act and event

How you will be assessed?

VET students are assessed as 'competent' or 'not yet competent' in each unit of competency. To be assessed as competent, you must show a consistent application of skills and knowledge to the standard required in the workplace. To make sure you are ready to begin your career or continue with further study, assessments take place in a real or simulated workplace environment.

DURATION

2 Years

RECOMMEND LEVEL

PACE 3 and Pre-graduation

POSSIBLE PATHWAYS

- *Cert IV in Music Industry*
- *Diploma of Music Industry*
- *Advance Diploma of Music Industry*

Approximately $150 per year

VET STUDIES

- Teamwork
- Planning and organising
- Initiative and enterprise
- Problem solving
- Self management

SIS20319: CERTIFICATE II IN SPORTS COACHING

Are you interested in?

Developing a variety of skills and the knowledge in assistant coaching or official roles at the community level.

What we do:

The program includes practical coaching and officiating experience that will challenge and ultimately build student confidence, and decision-making skills. The opportunity also exists for students to improve their own sporting performance by learning about physical conditioning.

What we will learn?

- Individual conditioning for sport
- Communication with participants and parents
- Planning training & competition
- Officiating
- Match day and training management

How you will be assessed?

VET students are assessed as 'competent' or 'not yet competent' in each unit of competency. To be assessed as competent, you must show a consistent application of skills and knowledge to the standard required in the workplace. To make sure you are ready to begin your career or continue with further study, assessments take place in a real or simulated workplace environment.

DURATION

1 Year

RECOMMEND LEVEL

PACE 3 and Pre-graduation

POSSIBLE PATHWAYS

- *VCE Physical Education*
- *Cert III in Sport and Recreation*
- *Cert III in Sport Coaching*
- *Cert III in Sport Officiating*
-

University Pathways:
Recreation Management, Human Movement, Sports Administration, Fitness Leadership, Outdoor Recreation, Physical Education – Teaching

Approximately $300

HIGHER EDUCATION PATHWAYS

There are two methods of application to universities from Bundoora Secondary College. Both require successful and satisfactory completion of coursework and assessments. HOWEVER, these and the learning and teaching methods are very different.

	TRADITIONAL VCE	BIG PICTURE EDUCATION GRADUATION PORTFOLIO
UNIVERSITY ENTRY PROCESS	Applications Process through VTAC based on ATAR.	Direct entry applications to the University using Portfolio (subject to quality), microcredentials, recommendations from University mentor, Advisory team, possible entry tests from the University.
PARTNERSHIP UNIVERSITIES	All Universities	Swinburne University , LaTrobe University, Victoria University
SUBJECTS	Any range of VCE, VCAL, VET.	Any range of VCE, VCAL, VET AND personal interest studies
REAL WORLD EXPERIENCE	Workplace learning: SWL (structured workplace learning), SBATS (School based apprenticeships).	In addition to or as a difference to SWL and SBAT; Leaving to Learn experiences. Learning through Internship/ mentorship with real world mentors from universities or workplaces.
COURSE STRUCTURE	Set weekly outline and schedule according to each subject outline.	Coursework devised with student and Advisory team including Personal Interest Project and Thesis, Autobiography, Internship experience, micro-credentials, other certificates earned, pathway plan.
ASSESSMENT	• SACs and SATs (timed classroom assessments) • GAT • End of year Exams	Exhibition of learning in and out of school in front of a Panel of assessors EVERY Term. Development of a Learning Portfolio Portfolio assessment that includes: Thesis, Autobiography, Learning through Internship Experience, micro-credentials, other certificates earned, pathway plan.
CERTIFICATION	• VCE (scored) • VCAL	• Graduation portfolio and if desired... • VCE (unscored) • VCAL

HIGHER EDUCATION STUDIES IN VCE

This program, may interest students who are completing two Unit 3 and 4 VCE subjects in Pre-Graduation, or students wishing to experience University subjects in advance of starting University.

To be eligible for this program, students will need to have a Pathways meeting with a member of the Pathways Practitioner and be able to demonstrate that their academic performance will meet the entry requirement for the University. This will usually be an overall of 80% Grade Point Average.

Prerequisites are required for most subjects across all Universities. They will also require a copy of your Semester One Report initially, then a copy of your Semester 2 Report and VCE Units 3 & 4 Study Score in December. Please check the online links provided and lists on the next pages for VCE subjects you require to apply for these Higher Education subjects in 2022. You must be a Graduation student in 2022 to apply.

Students will need to flag their interest in potentially doing an Extension Studies University subject in Pre-Graduation 2021, when they do their Subject Selections online. There is no guarantee a student who is interested in doing an Extension subject will be approved by the College or the University for participation. Universities open their application process in August and usually run an information and enrolment session in November, approving the student into the subjects offered.

Students are able to only do one Higher Education Studies subject, selecting a pair of University first year subjects (Units 3 & 4 VCE equivalent) for the year.

Fees are approximately $900-$1000 ($450 each semester subject). This is a substantially reduced price from normal first year University subject fees.

Most universities will give Recognition of Prior Learning (RPL) credits for the Higher Education subjects in their Bachelor Degrees, with some (La Trobe) using results from the Higher Education subjects to pathway into a certain degree if the results are higher than 70%.

The attendance required will vary between universities, with some online lectures, but between 4-6 hours of face to face attendance either at the University or at a designated Secondary School, for tutorials, labs and practical classes.

The Higher Education Studies will only be recognised as the 5th, 6th or 7th subject towards the ATAR with results accounting for the equivalent of:

Result	Points	Study Score Equivalent
90%+	5.0 points	50
80 – 90	4.5 points	**45**
70 – 80	4.0 points	**40**
60 – 70	3.5 points	**35**
50 – 60	3.0 points	**30**

Bundoora Secondary College will have further information on the Higher Education in VCE Studies at the Subject Expo early in term 3, with a representative from La Trobe University present on the day, where questions about the program can be asked and answered.

For further information on available subjects and different university programs, click on the links provided below:

- **Australian Catholic University – Uni Step Up**
https://www.acu.edu.au/about-acu/community-engagement/widening-participation/uni-step-up

- **La Trobe University - Prepare or Achieve**
https://www.latrobe.edu.au/study/apply/pathways/undergrad/achieve-at-la-trobe

- **University of Melbourne – Extension Program**
www.futurestudents.unimelb.edu.au/info/school-students/extension-program

- **RMIT University – VCE Extension Studies**
https://www.rmit.edu.au/study-with-us/levels-of-study/pre-university-study/rmit-extension

BSC

HOW TO GUIDE

SENIOR PATHWAYS INDEX

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PAL

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MAIN MENU

HIGHER EDUCATION PATHWAYS

There's more than one way into university...

When you're looking to study at university, the choices can seem daunting. What course should you choose? Will you get the ATAR you're aiming for? And what happens if your ATAR isn't high enough for your course?

At La Trobe University, it's easier to get into your dream course. Through our entry schemes, we can reduce your reliance on your ATAR – or remove the need for it entirely.

PREPARE FOR LATROBE

If you're a Year 11 and/or 12 VCE (including unscored), VCE student, you'll need to complete three micro-subjects. If you chose VCAL (Intermediate and/or Senior), you'll need to complete six micro-subjects.

LaTrobe will take your average mark across these subjects and use that to calculate a La Trobe entrance score to make you a guaranteed early offer. LaTrobe will formalise your offer with confirmation of your complete VCE or VCAL (Senior) qualification. Completing the program in Year 11 can mean starting Year 12 with an offer in your pocket . Complete in Year 12 and receive an offer before exams even begin (subject to completion date.)

And if you also receive an ATAR in 2022, we'll look at your ATAR and at your average mark across your micro-subject and use whichever result is higher to assess your application.

Subjects are available in academic writing, critical thinking, digital literacy, thinking mathematically, world changing science and more. Prepare for La Trobe micro-subjects are fully online and designed to fit into you school commitments- you can study at your own pace through the La Trobe term.

https://www.latrobe.edu.au/study/apply/pathways/undergrad/prepare-for-la-trobe

ACHIEVE AT LATROBE

Your ATAR is one way to get into university – and to measure your achievement. But La Trobe's research shows there are other ways to predict your success.

That's why you can now study a single uni subject online while you complete your Year 12 studies and use your mark (instead of an ATAR) to get into a selected range of courses.

With Achieve at La Trobe, get a taste of uni life and unlock an offer to an eligible degree based on your uni marks and your complete VCE (scored or unscored). Depending on the subject you choose, you can also receive credit towards your future degree.

We'll use your subject mark to calculate a La Trobe entrance score, and if you also receive an ATAR we will use whichever result is higher to assess your application.

https://www.latrobe.edu.au/study/apply/pathways/undergrad/achieve-at-la-trobe

VICTORIAN CERTIFICATE OF APPLIED LEARNING

What is VCAL?

The Victorian Certificate of Applied Learning (VCAL) is a hands on option for Pre-Graduation and Graduation students. It suits those who like to learn in a more practical way and want to find out more about work or TAFE pathways. VCAL gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), VCAL is a recognised senior secondary qualification. Students at Bundoora Secondary College will be enrolled in Intermediate VCAL in Pre-Graduation and Senior VCAL in Graduation.

VCAL STRANDS	PRE-GRADUATION INTERMEDIATE VCAL	GRADUATION SENIOR VCAL
LITERACY & NUMERACY	• Intermediate VCAL Literacy (Reading and Writing AND Oral Communication) (2 Units) • Foundation Mathematics (2 Units)	• Senior VCAL Literacy (Reading and Writing AND Oral Communication) (2 Units)
PERSONAL DEVELOPMENT	• Intermediate Personal Development Skills Units 1 & 2 (2 Units)	• Senior Personal Development Skills Units 1 & 2 (2 Units)
WORK RELATED SKILLS	• Intermediate Work Related Skills Units 1 & 2 (2 Units) * Includes a Structured Work Placement for 1 day per week for the entire year.	• Senior Work Related Skills Units 1 & 2 (2 Units) * Includes a Structured Work Placement for 1 day per week for the entire year.
INDUSTRY SPECIFIC SKILLS	• VET Subject (2 Units)	• VET Subject (2 Units)

To be awarded a VCAL Certificate (either Intermediate or Senior) a student must have completed the following:

- *Successfully completed at least 1 Unit from each strand of Literacy, Numeracy, Industry Specific Skills, Work Related Skills and Personal Development Skills.*
- *Successfully completed a minimum of 10 units in total, with a minimum of six units at the awards level or higher of which one must be Literacy, one Numeracy and one Personal Development Unit.*

VCAL

- Oracy
- Communition skills
- Professional writing

LITERACY

Intermediate Certificate

What will we learn?

Reading and Writing AND Oral Communication Skills

The Reading and Writing Unit will enable learners to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level, once they have identified the audience and purpose of the text learners use the writing process to produce texts that link several ideas or pieces of information. In reading, learners identify how, and if, the writer has achieved their purpose and express an opinion on the text, taking into account its effectiveness. At the end of the Unit learners will be able to read, comprehend and write a range of texts within a variety of contexts. The Oral Communication Units are designed to provide participants with knowledge, understanding and skills in spoken communication for different social purposes. The Oral Communications Units reflect the theory that language use varies depending upon the social context and purpose of the interaction and uses this as its main organising principle.

Senior Certificate

What will we learn?

UNIT 1: LITERACY & ORACY SKILLS

Reading and Writing

The purpose of this unit is to enable students to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level, students produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text.

In reading, the student identifies the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text. At the end of the unit students will be able to read, comprehend and write a range of complex texts across a broad range of contexts.

UNIT 2: LITERACY & ORACY SKILLS

Oral Communication

At the end of this unit students will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts. Students must show competence in all four learning outcomes in different contexts.

1. Oracy for Self Expression

Effectively communicate to others story and life experience.

2. Oracy for Knowledge

Use and respond to spoken language in sustained informative presentations.

3. Oracy for Practical Purposes

Use and respond to spoken language in sustained and complex transactions.

4. Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving.

VCAL

- Numbers and patterns
- Problem solving
- Investigating Maths
- Using ICT

NUMERACY

What will we learn?

VCAL Numeracy will enable learners to develop everyday numeracy to make sense of their daily, personal and public lives. It also introduces learners to the mathematics required outside their immediate personal environment. This may be related to work or the community. At the completion of this Unit, learners will be able to undertake a series of numerical tasks with some confidence including straightforward calculations either manually and/or using a calculator. They will also be able to select the appropriate method or approach required, and be able to communicate their ideas both verbally and in writing.

UNIT 1

The purpose of this unit is to enable students to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community. At the end of the unit students will have the capacity to interpret and analyse how mathematics is represented and used. They can recognise and use some of the conventions and symbolism of formal mathematics. The mathematics involved would include measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem-solving strategies.

UNIT 2

The purpose of this unit is to provide students with a solid introduction to the knowledge and skills belonging to several formal areas of mathematics. The mathematics involved will include: numerical calculations and analysis of graphical data required for interpreting information about society; the use of formulae, algebraic techniques and problem-solving strategies; and familiarity with fundamental processes of at least two other selected specialist mathematical areas. At the end of the unit students will be able to confidently perform calculations using a variety of methods. They will be able to interpret and use the formal symbols, conventions and basic processes of the chosen fields of mathematics in order to solve problems, and to communicate their problem.

VCAL

- Interpersonal skills
- Communication
- Leadership
- Personal management

PERSONAL DEVELOPMENT SKILLS

Intermediate Certificate

What will we learn?

This Unit focuses on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.
The focus of the program includes:

- subject specific knowledge applicable to a relevant personal, social, educational and/or community activity
- skills applicable to a relevant personal, social, educational and/ or community activity
- development of self-management skills, leadership, interpersonal communication, problem solving and comprehension skills
- presentation and research skills
- communication skills for spoken language and active listening

Senior Certificate

What will we learn?

UNIT 1

The purpose of this unit is to focus on the development of self through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. The focus of the program includes:

- Subject-specific knowledge applicable to a relevant personal, social and educational goal
- Skills applicable to a relevant personal, social and educational goal
- Understanding of cultural values and cultural awareness
- Organisational skills
- Leadership skills and decision-making skills for group or team work.

UNIT 2

The purpose of this unit is to focus on the development of knowledge, skills and attributes through participation in experiences of a practical nature within the community. The focus of the program includes:

- subject-specific knowledge applicable to one or more of the following:
  - community engagement, social awareness, civic and civil responsibility
  - skills applicable to a relevant community, social or civic project or activity
  - problem-solving and comprehension skills
  - presentation and research skills
  - communication skills
  - research, planning and organisation skills
  - team work and group cohesion.

The unit enables students to develop personal development skills through participation in locally developed curriculum and locally developed projects such as involvement with local radio, leadership activities linked to voluntary community roles or community service projects.

VCAL

- Numbers and patterns
- Problem solving
- Investigating Maths
- Using ICT

WORK RELATED SKILLS

Intermediate Certificate

What will we learn?

This Unit will provide a focus for more complex development of appropriate skills and knowledge in order to provide the necessary OH&S preparation for the workplace.

This Unit provides a focus for more complex development of work related and pre-vocational skills in a context appropriate to the task through:

- integrating more complex learning about work related skills with prior knowledge and experiences
- enhancing the development of employability skills at a more complex level in relevant work-related contexts
- developing more complex critical thinking skills that can be applied to work related problem solving situations
- developing more complex work related planning and organisational skills that incorporate evaluation and review
- developing more complex work related skills, which can be transferred to other work contexts

Senior Certificate

What will we learn?

The purpose of this unit is to provide a focus for complex development of appropriate skills and knowledge in order to provide the necessary OH&S preparation for the workplace. Students must show competence in all seven learning outcomes.

At Senior level, a 'complex work-related project' involves work undertaken at Certificate II/III level conducted under supervision and autonomous in regard to planning and work activities. In this unit there is a strong focus on the development of knowledge regarding OH&S in the workplace.

CAREERS INFORMATION

Do you enjoy or are you good at...
Click on the themes below to access information on related careers and the most common levels of training and education required for these jobs.

ARTS

- Art?
- Entertainment?
- Media Studies?
- Music?
- Performing Arts?
- Textiles and Design?

TECHNOLOGY

- Automotive?
- Electrotechnology?
- Food Studies?
- Home Economics?
- Hospitality?
- Industrial Arts?
- Engineering?

SCIENCE

- Biology?
- Chemistry?
- Environmental Science?
- Physics?

INFO TECH

- Computing?

ENGLISH

- English?

LANGUAGE

- Language?

HEALTH & PE

- Health?
- Outdoor Education?
- Physical Education?

HUMANITIES

- Geography?
- History?
- Rural Studies?
- Social Science?

MATHS

- Business Studies?
- Economics?
- Maths?

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of ART.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREERS INFORMATION

CAREER LADDERS

THE GOOD CAREERS GUIDE

ART

Are your strengths in art? Have a creative mind?
These occupations may suit your interest and skill set.

MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of ENTERTAINMENT.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

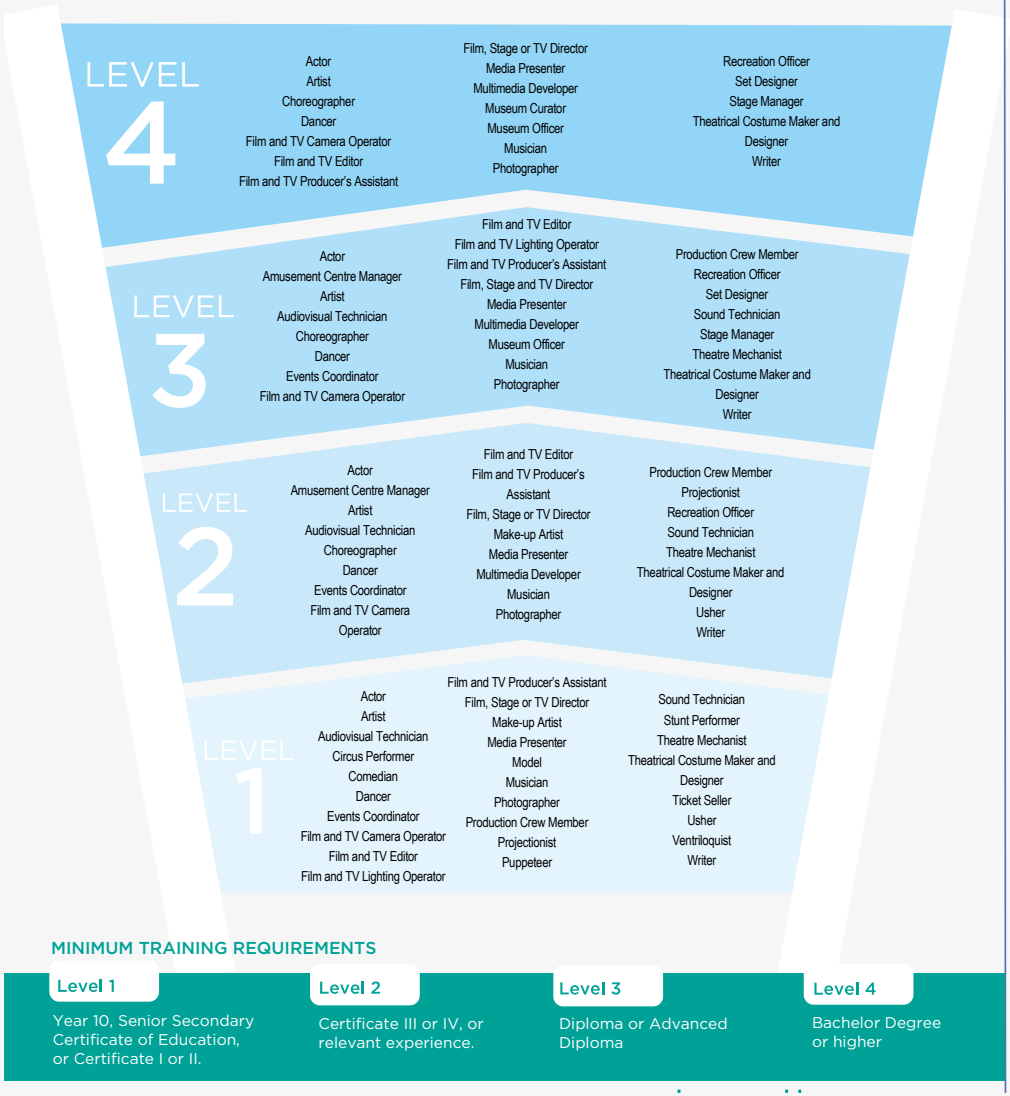
CAREERS INFORMATION

CAREER LADDERS

THE GOOD CAREERS GUIDE

ENTERTAINMENT

Are your strengths in entertainment? Do you love putting on a show? These occupations may suit your interest and skill set.



MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of MEDIA STUDIES.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREERS INFORMATION

CAREER LADDERS

THE GOOD CAREERS GUIDE

MEDIA STUDIES

Are your strengths in drama? Have a creative mind? These occupations may suit your interest and skill set.

MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of MUSIC.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREERS INFORMATION

CAREER LADDERS

THE GOOD CAREERS GUIDE

MUSIC

Are your strengths in music? Do you love to sing? These occupations may suit your interest and skill set.

MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of PERFORMING ARTS.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREER LADDERS

PERFORMING ARTS

THE GOOD CAREERS GUIDE

Are your strengths in drama? Have a creative mind?
These occupations may suit your interest and skill set.

MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of TEXTILES & DESIGN.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREER LADDERS

TEXTILES & DESIGN

THE GOOD CAREERS GUIDE

Are your strengths in design? Do you love working with you hands? These occupations may suit your interest and skill set.

MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of AUTOMOTIVE.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREERS INFORMATION

CAREER LADDERS

THE GOOD CAREERS GUIDE

AUTOMOTIVE

Are your strengths in mechanics? Do you love automation? These occupations may suit your interest and skill set.

MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of ELETROTECHNOLOGY.

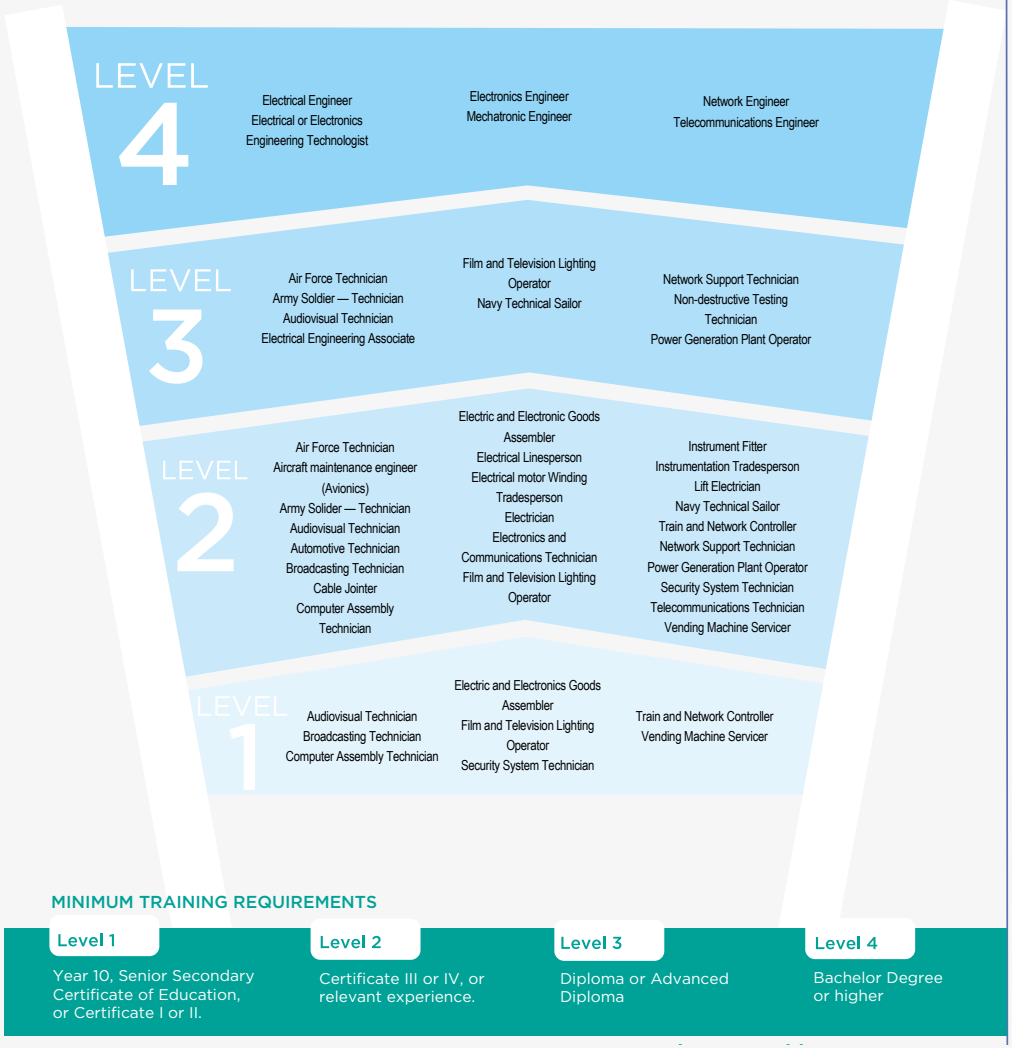
The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREER LADDERS

ELECTRO-TECHNOLOGY

THE GOOD CAREERS GUIDE

Are your strengths in electronics? Do you enjoy finding solutions? These occupations may suit your interest and skill set.



MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of FOOD STUDIES.

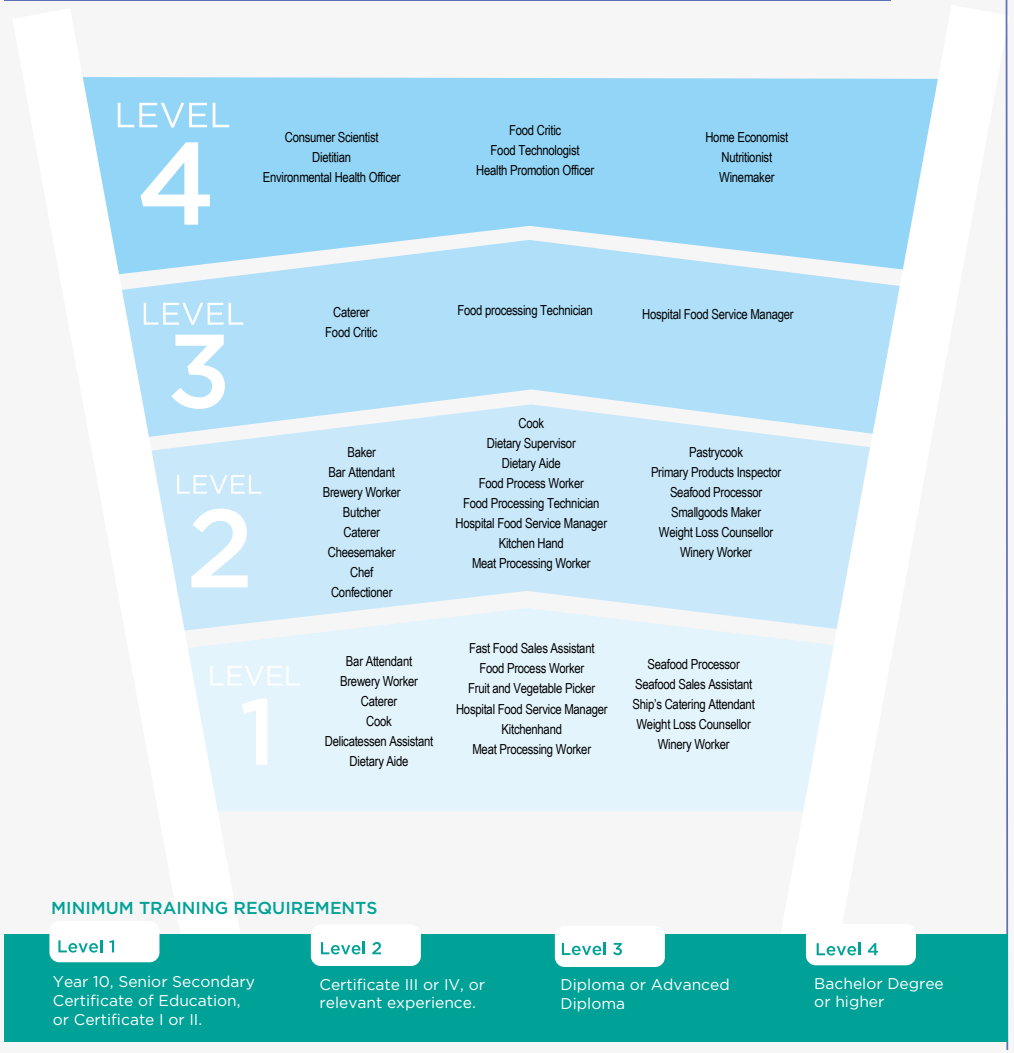
The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREER LADDERS

THE GOOD CAREERS GUIDE

FOOD STUDIES

Are your strengths in cooking? Do you love food?
These occupations may suit your interest and skill set.



MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of HOME ECONOMICS.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREERS INFORMATION

CAREER LADDERS

HOME ECONOMICS

THE GOOD CAREERS GUIDE

Are your strengths in home economics? Are you a homebody? These occupations may suit your interest and skill set.

MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of HOSPITALITY.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

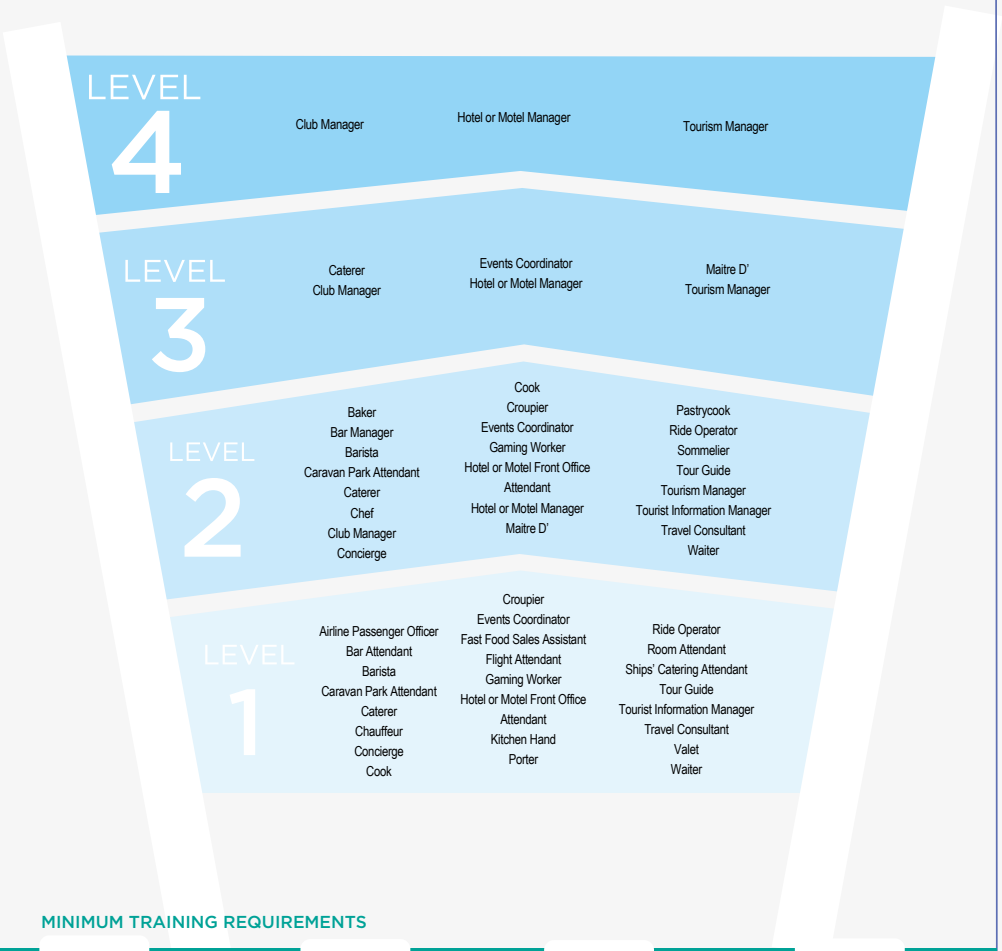
CAREERS INFORMATION

CAREER LADDERS

THE GOOD CAREERS GUIDE

HOSPITALITY

Are your strengths in hospitality? Are you a great host? These occupations may suit your interest and skill set.



MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of INDUSTRIAL ARTS.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREERS INFORMATION

CAREER LADDERS

INDUSTRIAL ARTS

THE GOOD CAREERS GUIDE

Are your strengths in creating things? Do you love working with your hands? These occupations may suit your interest and skill set.

MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of ENGINEERING.

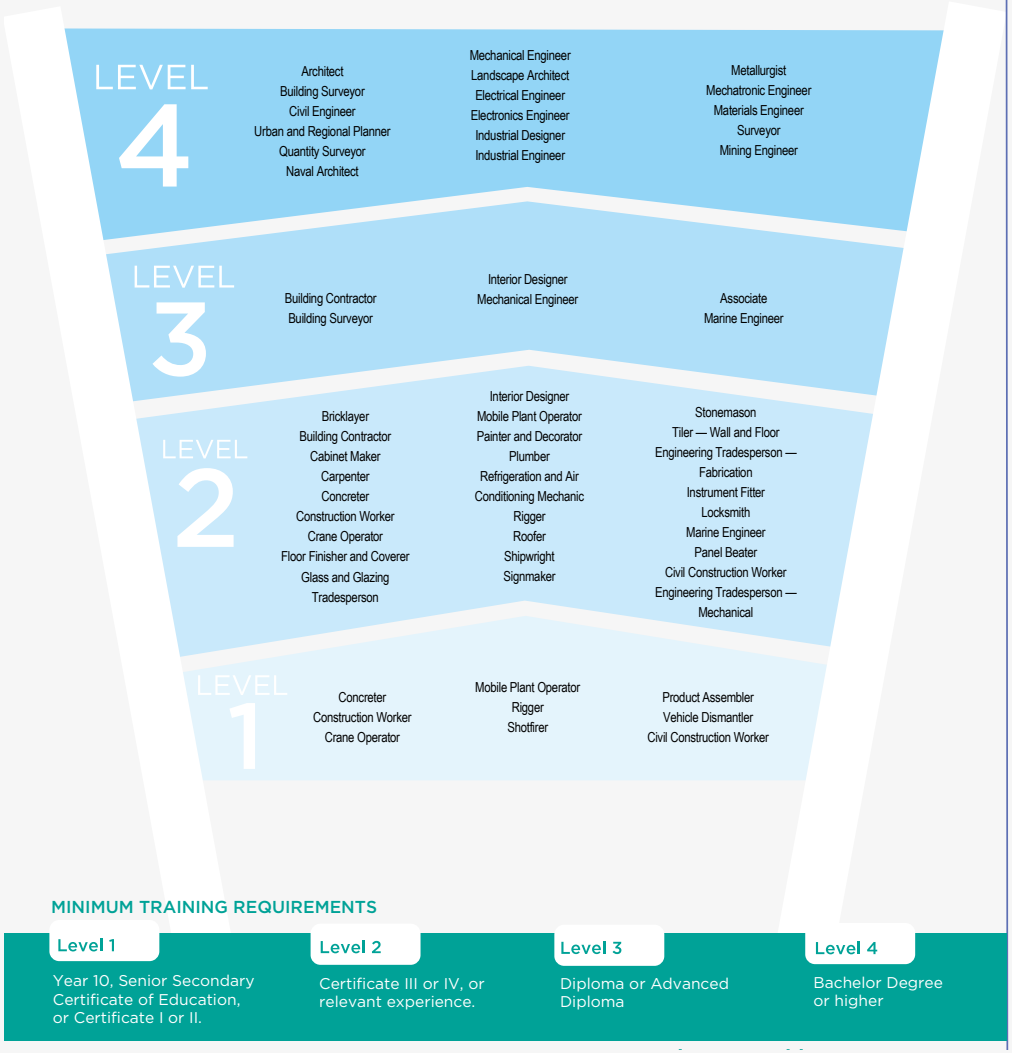
The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREER LADDERS

THE GOOD CAREERS GUIDE

ENGINEERING

Are your strengths in engineering? Do you enjoy problem solving? These occupations may suit your interest and skill set.



MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of BIOLOGY.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREERS INFORMATION

CAREER LADDERS

THE GOOD CAREERS GUIDE

BIOLOGY

Are your strengths in biology? Do you love science?
These occupations may suit your interest and skill set.

MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of CHEMISTRY.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREERS INFORMATION

CAREER LADDERS

THE GOOD CAREERS GUIDE

CHEMISTRY

Are your strengths in chemistry? Do you enjoy problem solving? These occupations may suit your interest and skill set.

MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of ENVIRONMENTAL SCIENCE.

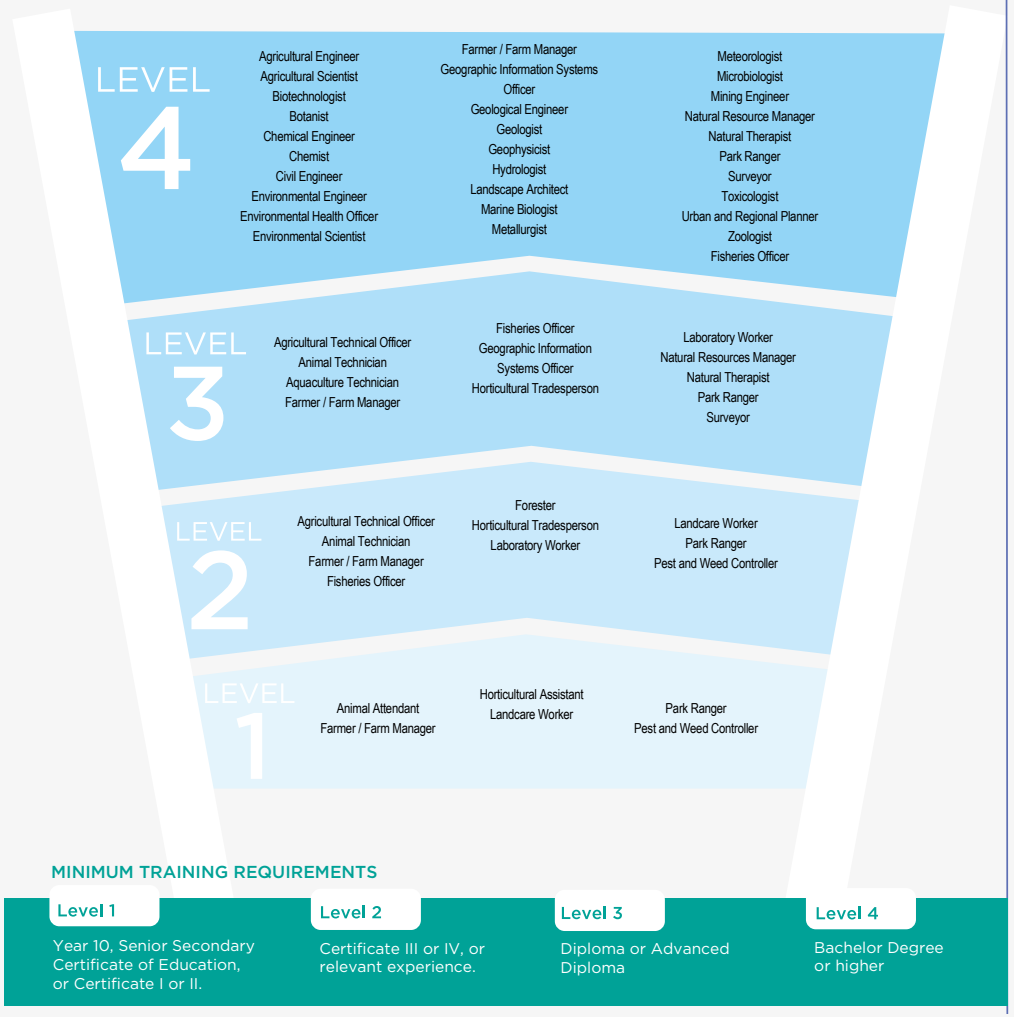
The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREER LADDERS

ENVIRONMENTAL SCIENCE

THE GOOD CAREERS GUIDE

Are your strengths in science? Do you love the outdoors? These occupations may suit your interest and skill set.



MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of PHYSICS.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREERS INFORMATION

CAREER LADDERS

PHYSICS

THE GOOD CAREERS GUIDE

Are your strengths in physics? Do you love problem solving? These occupations may suit your interest and skill set.

MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

CAREERS INFORMATION

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of COMPUTING & IT.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of ENGLISH.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

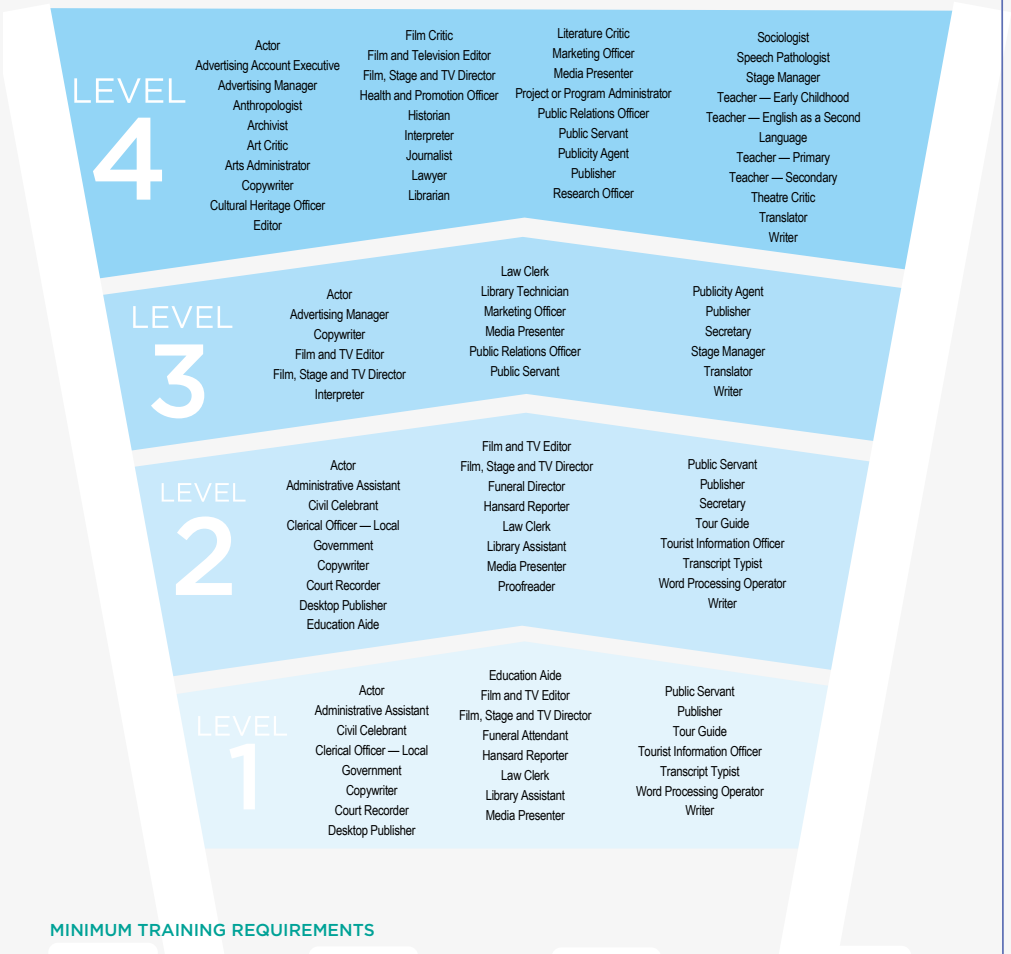
CAREERS INFORMATION

CAREER LADDERS

THE GOOD CAREERS GUIDE

ENGLISH

Are your strengths in english? Are you good with words? These occupations may suit your interest and skill set.



MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of LANGUAGES.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

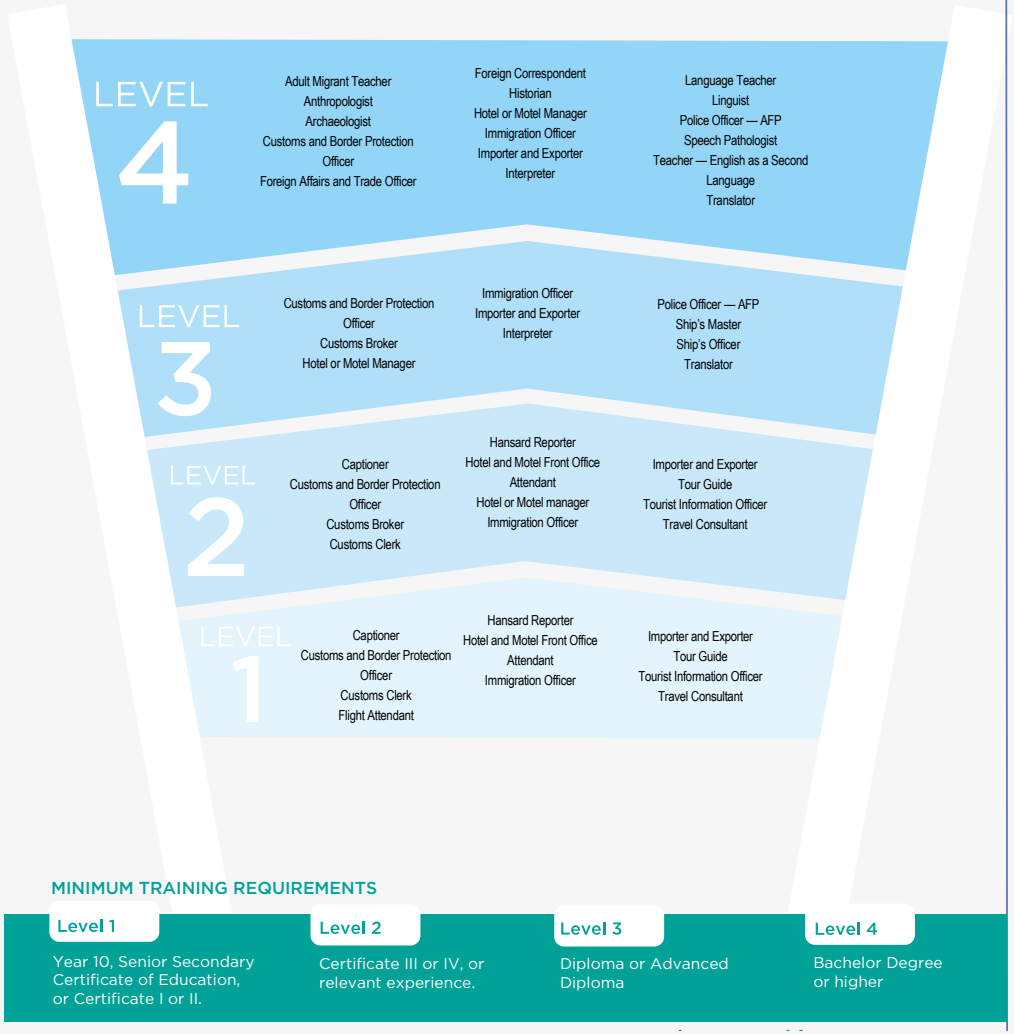
CAREERS INFORMATION

CAREER LADDERS

THE GOOD CAREERS GUIDE

LANGUAGES

Are your strengths in languages? Do you enjoy learning about other cultures? These occupations may suit your interest and skill set.



USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of HEALTH.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

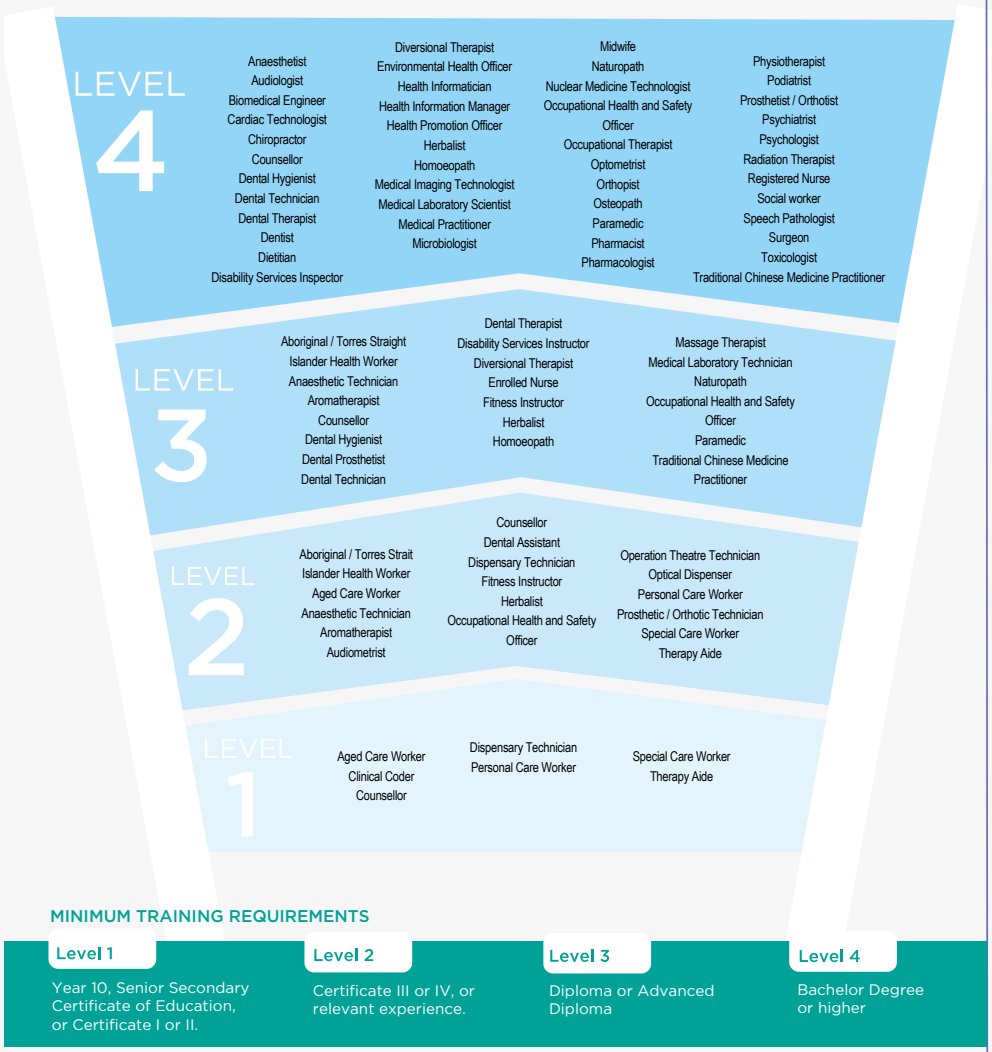
CAREERS INFORMATION

CAREER LADDERS

THE GOOD CAREERS GUIDE

HEALTH

Are your strengths in health? Are you interested in how the body works? These occupations may suit your interest and skill set.



MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of OUTDOOR EDUCATION.

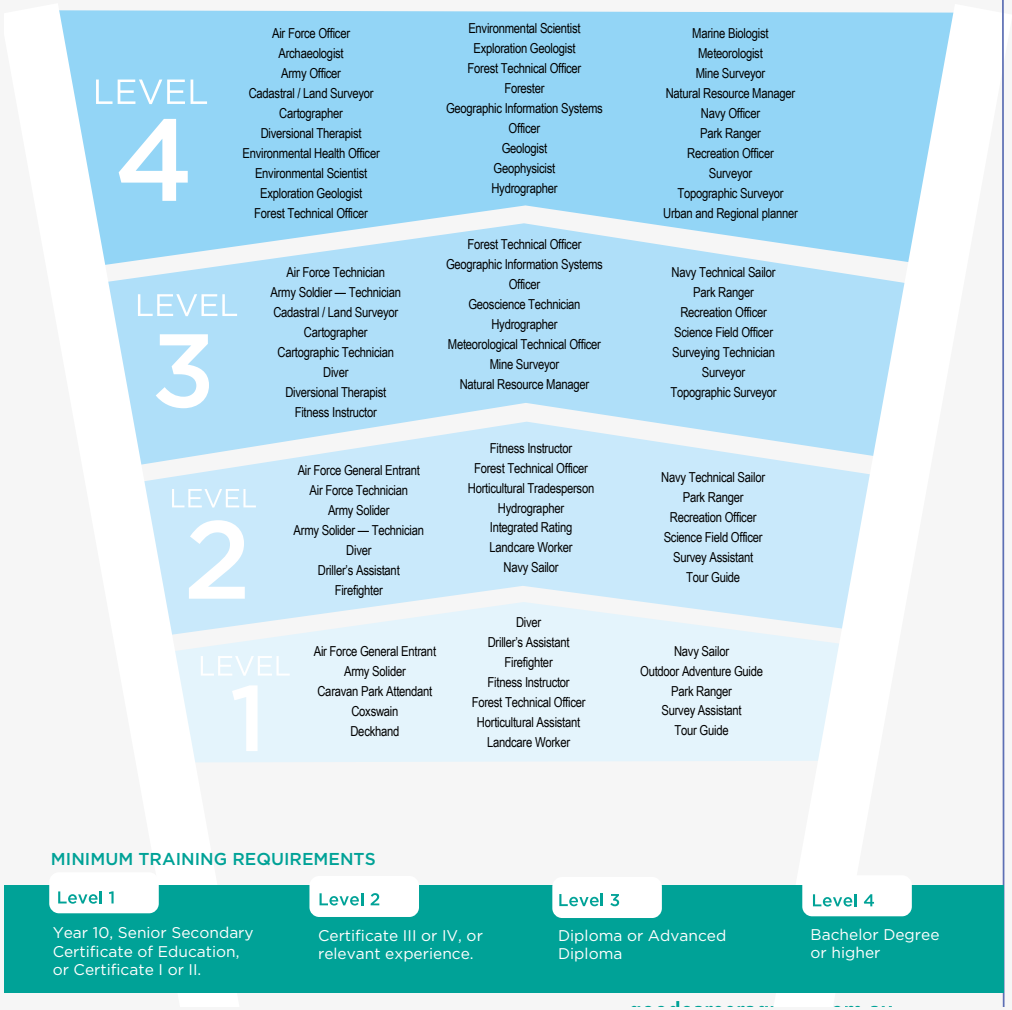
The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

THE GOOD CAREERS GUIDE

CAREER LADDERS

OUTDOOR EDUCATION

Are your strengths in sports? Do you love the outdoors? These occupations may suit your interest and skill set.



MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of PHYSICAL EDUCATION.

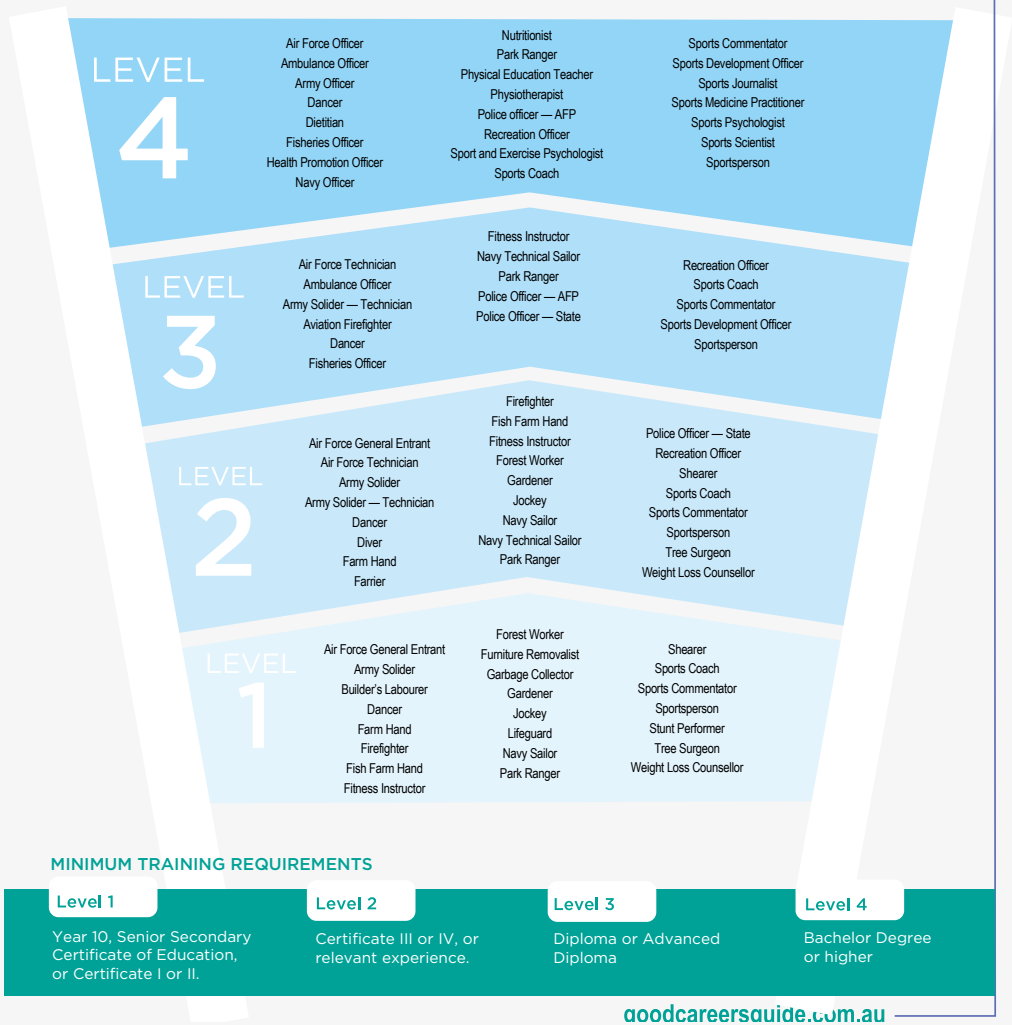
The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

THE GOOD CAREERS GUIDE

CAREER LADDERS

PHYSICAL EDUCATION

Are your strengths in sports? Do you love the outdoors? These occupations may suit your interest and skill set.



MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of GEOGRAPHY.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

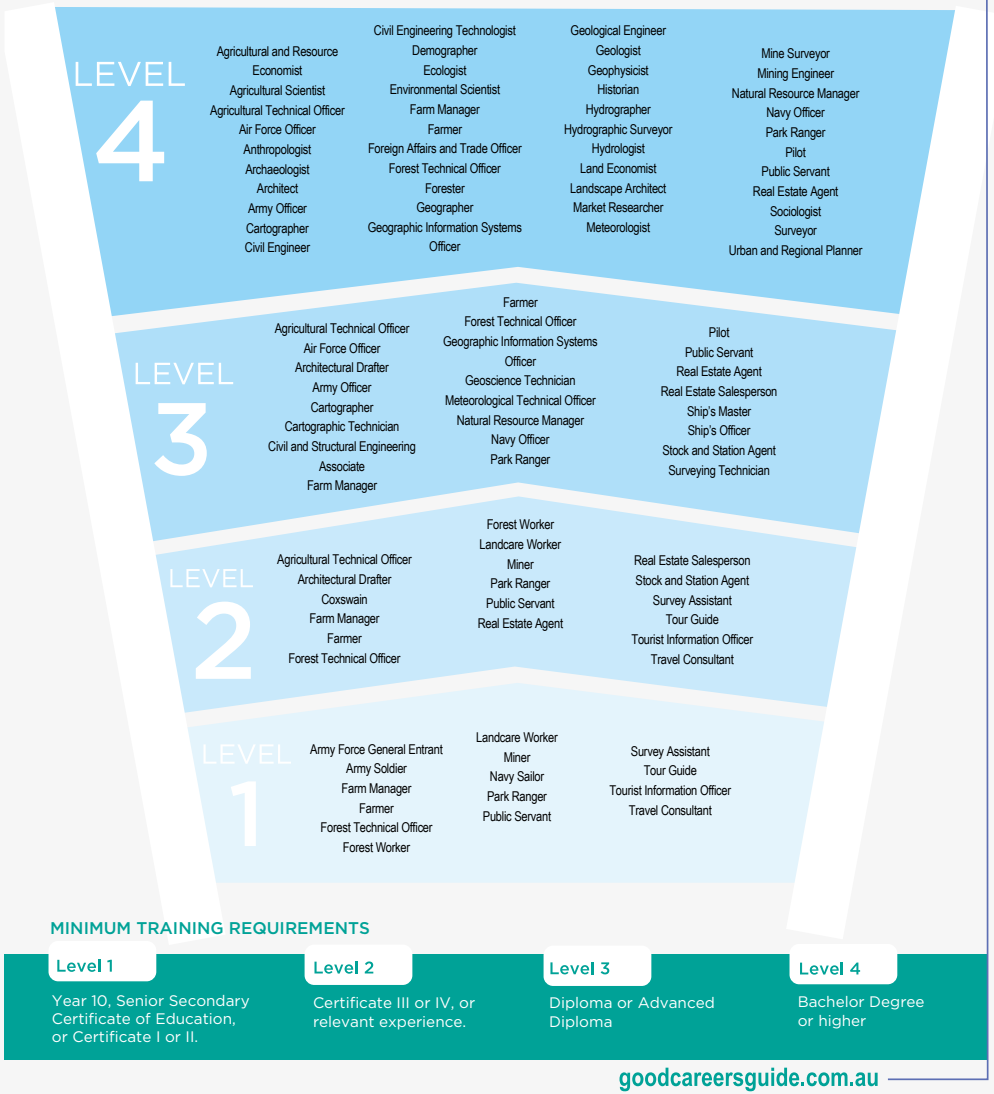
CAREERS INFORMATION

CAREER LADDERS

THE GOOD CAREERS GUIDE

GEOGRAPHY

Are your strengths in geography? Do you enjoy the outdoors? These occupations may suit your interest and skill set.



MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of HISTORY.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

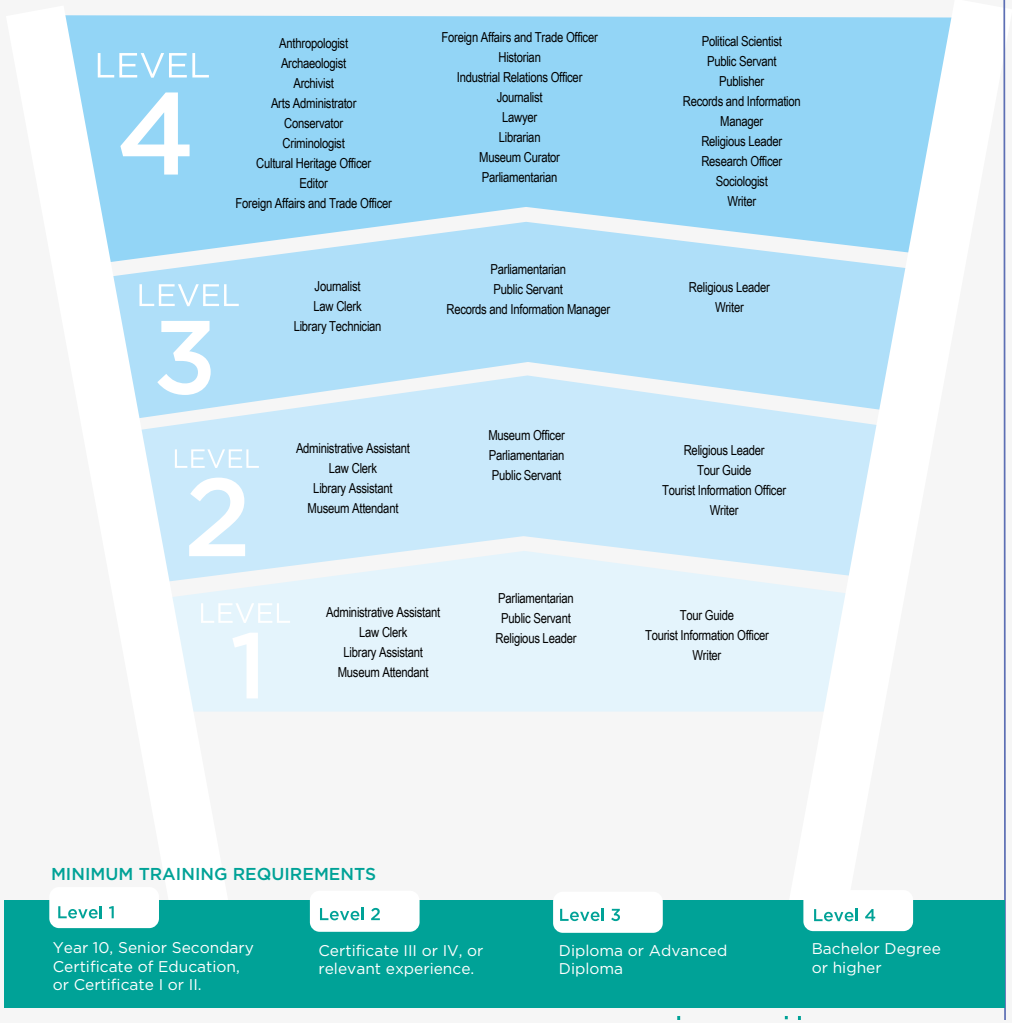
CAREERS INFORMATION

CAREER LADDERS

THE GOOD CAREERS GUIDE

HISTORY

Are your strengths in history? Do you love reading?
These occupations may suit your interest and skill set.



MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of RURAL STUDIES.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREERS INFORMATION

THE GOOD CAREERS GUIDE

CAREER LADDERS

RURAL STUDIES

Are your strengths in using your hands? Are you the outdoorsy type? These occupations may suit your interest and skill set.

MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of SOCIAL SCIENCE.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREERS INFORMATION

CAREER LADDERS

SOCIAL SCIENCE

THE GOOD CAREERS GUIDE

Are your strengths in social science? Are you interested in how the mind works? These occupations may suit your interest and skill set.

MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of MATHEMATICS.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREERS INFORMATION

CAREER LADDERS

THE GOOD CAREERS GUIDE

MATHEMATICS

Are your strengths in maths? Do you love solving problems? These occupations may suit your interest and skill set.

LEVEL 4

Accountant
Actuary
Aerospace Engineer
Agricultural and Resource Economist
Agricultural Engineer
Agricultural Scientist
Agricultural Technical Officer
Air Traffic Control
Architect
Astronomer
Auditor
Bank Officer
Biochemist
Biotechnologist
Cartographer
Chemical Engineer
Chemist
Civil Engineer
Civil Engineering Technologist
Company Secretary
Computer Engineer
Economist
Electrical Engineer
Electrical or Electronics Engineering Technologist
Environmental Engineer
Financial Dealer and Broker
Financial Planner
Geophysicist
Importer and Exporter
Industrial Designer
Industrial Engineer
Investment Analyst
Logistics Clerk
Market Research
Materials Engineer
Mathematician
Mechanical Engineer
Mechanical Engineering Technologist
Mechatronic Engineer
Medical Scientist
Metallurgist
Meteorologist
Mining Engineer
Naval Architect
Optometrist
Orthopist
Patent Examiner
Pharmacist
Pharmacologist
Physicist
Pilot
Programmer
Quantity Surveyor
Radiation Therapist
Retail Buyer
Software Engineer
Sports Administrator
Statistician
Surveyor
Urban and Regional Planner
Valuer

LEVEL 3

Accountant
Accounts Clerk
Agricultural Technical Officer
Aquaculture Technician
Architectural Technician
Bank Officer
Building Contractor
Cartographer
Cartographic Technician
Civil and Structural Engineering Associate
Electrical Engineering Associate
Electronics Engineering Associate
Financial Dealer's Assistant
Importer and Exporter
Insurance Agent
Insurance Officer
Inventory and Supply Officer
Laboratory Worker
Logistics Clerk
Marine Surveyor
Mechanical Engineering Associate
Metallurgical Technician
Meteorological Technical Officer
Pilot
Programmer
Retail Buyer
Ship's Master
Ship's Officer
Stock and Station Agent
Surveyor
Valuer

LEVEL 2

Accounts Clerk
Agricultural Technical Officer
Aircraft Maintenance Engineer
Bank Officer
Building Contractor
Financial Dealer's Assistant
Importer and Exporter
Insurance Agent
Insurance Officer
Inventory Supply Officer
Laboratory Worker
Logistics Clerk
Newsagent
Pilot
Retail Buyer
Secretary
Stock and Station Agent
Survey Assistant
Transport Clerk

LEVEL 1

Accounts Clerk
Bank Officer
Betting Clerk
Bookmaker
Bookmaker's Clerk
Cashier
Croupier
Data Processing Operator
Gaming Worker
Importer and Exporter
Insurance Agent
Insurance Officer
Inventory and Supply Officer
Newsagent
Retail Buyer
Sales Assistant
Secretary
Shotfirer
Stock and Station Agent
Survey Assistant
Transport Clerk

MINIMUM TRAINING REQUIREMENTS

Level 1
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.

Level 2
Certificate III or IV, or relevant experience.

Level 3
Diploma or Advanced Diploma

Level 4
Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of BUSINESS STUDIES.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

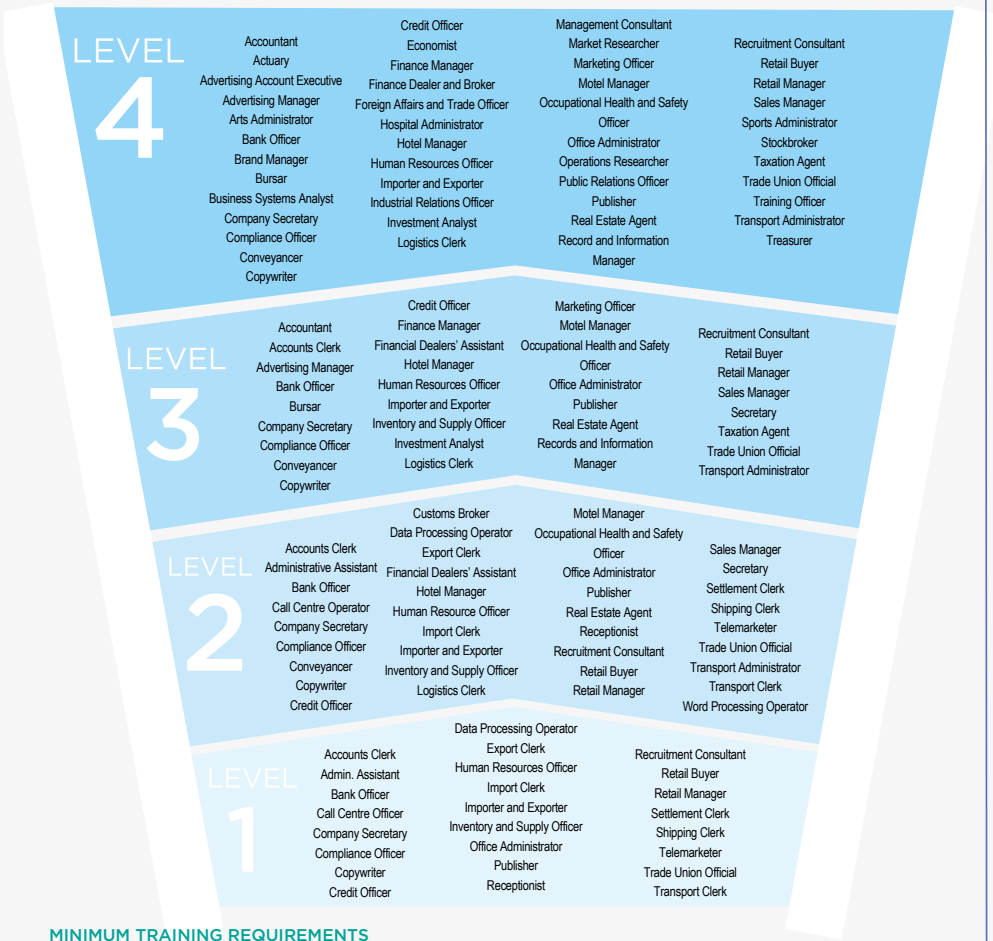
CAREERS INFORMATION

CAREER LADDERS

BUSINESS STUDIES

THE GOOD CAREERS GUIDE

Are your strengths in business? Do you love detail?
These occupations may suit your interest and skill set.



MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

USUAL TRAINING REQUIREMENTS

LEVEL 1
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

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

LEVEL 3
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of ECONOMICS.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

CAREERS INFORMATION

CAREER LADDERS

THE GOOD CAREERS GUIDE

ECONOMICS

Are your strengths in economics? Do you love numbers? These occupations may suit your interest and skill set.

MINIMUM TRAINING REQUIREMENTS

Level 1	Level 2	Level 3	Level 4
Year 10, Senior Secondary Certificate of Education, or Certificate I or II.	Certificate III or IV, or relevant experience.	Diploma or Advanced Diploma	Bachelor Degree or higher

COLLEGE CONTACTS

MAIN MENU

BUNDOORA SECONDARY COLLEGE

Mr Anesti Anestis
College Principal

Mr Brian Daniels
Assistant Principal (Teaching and Learning)

Mr Travis Clark
Assistant Prinicpal (Positive Climate for Learning)

Ms Daniela Nardelli
Learning Specialist
Curriculum, Invervation and Numeracy

Ms Helen Holland
Learning Specialist
Curriculum, Invervations and Literacy

Ms Chelsea Power
Entry, PACE-Climate for Learning
Leading Teacher

Mr Jim Tsakmakis
VCE, VET, VCAL- Climate for Learning
Leading Teacher

For information regarding courses and pathways please contact :

Elisa McKenzie
Careers and Pathways Practitioner and VET Coordinator
elisa.mckenzie@education.vic.gov.au