Choosing a Vocational Pathway

A young person’s learning between the ages of 15 and 18 is of great importance in preparing them for life and work. Year 9 students are now at the point where they need to choose the subjects and pathway they want to take in Year 10 and into the Senior School.

They also need to start thinking about what they will do after Year 11 or 12. This will influence their subject choices now and learning options later.

Career development is based on the notion that our careers are journeys. We move in a direction rather than towards a target. Hopefully, we can help students see their careers as journeys. They need to see that any decision will reflect their values, interests and beliefs. Their journeys involve striving to find an ongoing balance between their dreams and reality. We aim to provide information and tips about how to help students make choices. The advice of parents is highly rated and their influence and support are key to students’ future careers.

This brochure contains case studies of current VET (Vocational Education & Training) and SBAT (School Based Apprenticeship and Traineeship Program) students.

A broad outline of all the elective subjects is included, as is a brief description of each core subject.
All students study core subjects and have a choice of elective subjects at Year 10 level. All students study a core consisting of two semesters of Religious Education, English, Maths or Foundation Maths, Health and Physical Education, Science and Humanities.

Students study up to 3 elective units each semester, depending on the program they choose and timetabling constraints.

When choosing electives, students are reminded to follow their interests and do subjects they enjoy and find engaging. They should only choose a VCE pathway unit/s if very good results are being achieved and they are prepared for a more demanding work load. It is wise to choose a variety of units from a number of different Learning Domains in order to keep Year 11 options open. There are a number of Vocational Education and Training (VET) offerings this year which we would encourage students to consider.

LOTE and VET electives need to be done as a sequence in both Semester 1 & 2.

Amongst the elective offerings, Victorian Certificate of Education (VCE) Pathway level units or VET units are available. A School Based Apprenticeship and Traineeship Program (SBAT) is also an option. Subjects offered at Year 10 prepare students for a number of options at Year 11, including VCE Unit 1/2 subjects, VCE Unit 3/4 subjects, VET courses, School Based Apprenticeships and Victorian Certificate of Applied Learning (VCAL) courses. The elective Pathway units more specifically prepare students for a particular 3/4 VCE unit or Certificate module at Year 11.

Students at Galen who choose to do a straight VCE course in Years 11 & 12 generally study 5 subjects and Religious Education (RE) in Year 11 and study five unit 3/4 subjects at Year 12. The ATAR (Australian Tertiary Admissions Rank) score is calculated by adding the scores of one subject from the English group and the best three unit 3/4 subjects, together with 10% of the 5th and 6th subject. The ATAR is used as the primary source of selection in almost 50% of tertiary courses.

Other options include VET, SBAT or VCAL.

Students must take all core subjects, including Religious Education. Students select a range of electives to pursue personal interests and career aspirations.

Religious Education

The Religious Education Program is developed from the Source of Life Curriculum Guidelines approved by the Sandhurst Diocese. At Year 10 students complete outcomes at level 6. Units covered include: Who is Jesus? Celebrating Religious Diversity, Making Christian Decisions and Death and New Life. Students attend the Year 10 Camp in Melbourne and visit the Holocaust Centre and other centres of significance for a variety of religions studied.

English

Students are involved in extending their language skills through speaking and listening activities, writing effectively for a range of purposes and audiences and reading a variety of texts.

Oral/listening skills are developed through small and large group discussions, formal presentations, role plays and text readings. Students analyse, explore and use different writing styles such as personal, imaginative, informative and argumentative forms.

They respond to a range of texts for enjoyment and comprehension and respond orally and in writing.

Students are required to keep a clearly organised workbook, including all drafts, class notes, handouts and finished work. Exams are held in both semesters.

VCE Pathway - Literature

The study of literature develops knowledge and enjoyment of a wide range of literary texts.

This study shares with English a general focus on the skilled use of the resources of language, but has a particular focus: texts that are valued for their use of language to re-create and interpret experience imaginatively.

Literature enables students to develop effective reading strategies, to examine the ideas and views of life which are presented in the literature studied and relate what they read to their own lives and social contexts.

Students develop an understanding of, and a critical response to, contemporary literature, and analyse and interpret literary texts for a variety of purposes. The unit covers various kinds of literature with a particular focus on texts produced since 1950.
Maths

Students are grouped into Maths A, B or C according to their ability level and individual requirements. Students are advised by their teacher as to which branch of mathematics is best suited to their ability and future needs.

**Maths 10A & 10B**

This course involves the study of algebra, trigonometry, statistics and probability, measurement, linear and quadratic functions and their graphs, geometry, indices and surds. Students are required to learn and practise mathematical routines and processes and use them to find solutions to problems. They are also required to undertake projects or assignments involving the use of mathematics. Exams are held in both semesters.

**Maths 10C**

This course involves the study of percentages, fractions, algebra, measurement, angles, trigonometry, indices and probability. It is more suited to those who do not aspire to high level VCE mathematics. It can lead to Foundation Mathematics in Year 11 or VCAL Numeracy. Students are required to learn and practise mathematical routines and processes and find solutions to standard problems. They will undertake projects or assignments involving mathematics, as well as tests and an end of semester examination. Students who undertake Foundation Mathematics must understand that this subject does not follow on to any Year 12 mathematics subjects.

**Challenging Mathematics**

In this elective course students further develop their mathematical abilities by studying areas such as:
- extension of mathematical modelling and problem solving strategies in individual and group situations and;
- extension of skills in the areas of algebra, geometry and mensuration.

Challenging Mathematics appeals to students with a sound mathematical background who enjoy learning mathematics and are prepared to think analytically and apply themselves. Choosing this elective is a logical pathway for students aspiring to study more advanced maths at VCE.

**Maths and Science are prerequisite subjects for a large number of tertiary courses and career paths.**

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*Subjects need to be taken in conjunction with Maths Methods.*

**Maths 10C students are only encouraged to attempt General Maths if they are averaging A’s with assessment tasks.*

***Foundation Maths (Units 1 & 2) is terminal. Eg: It doesn’t continue into 3/4 units.*
Science

Year 10 Science

In Year 10 Science students study linear motion, chemistry, astronomy, genetics, and theories of evolution. The linear motion unit investigates the laws of physics in relation to vehicle and road safety. In chemistry they relate the properties of the fundamental groups of substances to the nature of their constituent particles. Students study the characteristics, chemical reactions and usefulness to society of groups of similar substances and learn to represent chemical change using symbols and formulas. Students study the universe beyond our solar system. They investigate the age of the universe, the Big Bang theory and the formation of stars and solar systems.

A unit on genetics is studied where students learn the genetic basis of inheritance. They learn to relate concepts of adaptation, biodiversity and evolution to the survival of species. This unit builds on knowledge and skills from previous years and will provide students with an introduction to the science subjects offered in VCE. Regular laboratory work, library research and traditional classroom activities are used to develop a broad range of investigative skills.

Psychology

Psychology is designed to focus the students’ attention on the following areas: What is Psychology, Forensic Psychology and Clinical Psychology. The purpose of the study is to allow students an insight into the research, methodology and principles employed in Psychology. Psychology is activity and case study based so as to engage students and provide stimulating and thought provoking links to their own lives. Students wishing to pursue VCE unit 3 & 4 Psychology may wish to consider doing this subject but it is not mandatory.

VCE Pathway - Biology

This unit is designed to allow Year 10 students to specialise in the study of Biology and prepare students who may want to study Biology 3/4 in Year 11. The key content of the unit includes:

- The cell as the basic unit of life, including similarities and differences between cells in different organisms and the structures found within them.
- Important biochemical processes in cells that provide energy for life, including photosynthesis, cellular respiration and protein synthesis.
- The processes that allow organisms to control their internal environment including homeostasis and the structure and role of the nervous and hormonal systems.
- Disease causing agents and the immune response.
- An understanding of genes and how they are inherited.
- The tools of genetic engineering.

LOTE

Italian

Italian is a sequential subject and must be chosen for both semesters. In Year 10 Italian, students are engaged in a detailed study of basic Italian grammar and its practical application in spoken and written language. Students are required to further develop their ability to communicate in Italian on everyday topics such as food, family and house, sport and pastimes and school life. Students are encouraged to use Italian through directed and original dialogues, oral and written summaries, short written reports, essays and letters. Students are also required to produce a cultural assignment each semester on topics related to Italy and Italians. Students also have the opportunity to attend the annual Italian camp.

Indonesian

Indonesian is also a sequential subject and must be chosen for both semesters. Students of Year 10 Indonesian will develop their competence with everyday language and build their ability to communicate in Indonesian on everyday topics, such as the restaurant, at the market and holidays. Each semester, students produce a cultural assignment on topics related to Indonesia and the Indonesian people. It is envisaged that a school trip to Malaysia or Indonesia will be organised every two years. The school trip to Indonesia has been available to Year 10 students in previous years. It features intensive language study and varied and interesting cultural tours that complement this work extremely well.
Humanities

Year 10 Humanities

The Humanities core subject provides students with an awareness and understanding of their world. History, Legal Studies, Geography, and Economics are taught as separate units. Students study recent historical events, current concerns and likely future events that impact upon our lives. Our focus is to provide students with an understanding of how society works and how they can be active participants in it. The subject builds on skills from previous years as well as providing an introduction to some core areas of study that students can pursue in VCE.

Humanities is a core subject, but there are also the following Humanities electives that students can choose to study too.

VCE Pathway: Legal Studies

Criminal & Civil Justice

This course is designed to extend the Legal Studies skills and knowledge as well as inspire students interest in the law. It focuses on criminal and civil law, the courts and penalties. This course will build and extend on the knowledge covered in the Legal Studies unit in Year 10 Humanities. Although the focus of this unit is to explore the criminal and civil law of Victoria, the students who grasp the key concepts in this course will be thoroughly prepared for Units 1 and 2 Legal Studies in Year 11.

VCE Pathway: Business Management

This course introduces students to concepts and skills related to understanding industry and the business world. It uses case studies in both small and large business operations to illustrate how businesses attempt to operate effectively in a changing environment. Areas studied include:
- Introduction to Business. An introduction to business characteristics, features of organisations, objectives of different types of organisations, the distinction between small and large businesses and the role of stakeholders in business.
- Economics. Students learn about the basic economic principles related to business and the effect business can have on the economy.
- Accounting and financial management. Students learn to use appropriate accounting and financial management terms and are introduced to the role of ICT in business financial management.
- Business Management – large-scale organisations. The nature of a large-scale organisations, their impact both socially and ethically on Australian society and the global environment and possible conflicts.

History: Ancient Civilisations

During this unit, students study Mesopotamian, Greek, (Athens v's Sparta) and Roman Civilisations through examining primary sources, historical records, documentaries and photographs. Studying Ancient Civilisations enhances our understanding of Western Tradition and the Modern World. Ancient societies made fundamental contributions to the development of Western Civilisation, which have had profound effects on world history, both recent and contemporary. Recognition of the legacies and motivations of each civilization. Analytical skills are developed by active and authentic research and formal writing that aims to explore the underlying complexities of these historical Civilizations.

VCE Pathway: History, People and Power

This Pathway unit explores a number of contexts in which challenge and change have occurred during key periods of history and the people and groups who faced these challenges.
- Boudica, Human Rights, Slavery in the 19th century, Racism, the Civil Rights Movement in the USA, Political ideologies and theories, International news and the Middle Eastern Uprisings. Students develop skills in examining original sources and documents, analytical skills and arriving at conclusions by studying the past. Emphasis on each student becoming informed in an authentic and meaningful way. Skills shall be built in categorizing, prioritizing and summarizing information. Empathy is encouraged together with the ability to explore and express ideas. What bias is to be found in my information and what impact has this had on past knowledge? By actively seeking answers and becoming engaged within these units, students are able to analyze world events and effectively engage in Historical inquiry.

Geography: Field Work & Modern Explorers

During this hands on unit students participate in a number of field work activities in order to further understand their local area. Students will use handheld GPS units, field testing equipment and computer mapping programs to evaluate field work sites and produce reports. This course focuses on developing the students’ knowledge of geographical concepts as well as presentation and research skills. The skills and knowledge developed during this unit are directly linked to the skills and knowledge needed during VCE.

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Health and Physical Education

Year 10 Health and PE
The Health and P.E. core subject combines aspects of health and physical activity to encourage personal wellbeing. It aims to foster a fit and healthy lifestyle and enhance a student’s personal development. Students will be involved in extending their knowledge, skills and understanding required for sound decision-making, especially in the areas of mental, physical and emotional health. Specific areas that will be focused upon in this course are: CPR skills, lifelong physical activity, sexuality, relationships, drug education and health promotion.

Outdoor Education
This elective will pursue a journey from our mountain tops to the sea. The ecology, human history, geography and resource use issues along the journey will be studied. Skills will be developed in activities such as bushwalking, canoeing, cross-country skiing and cycle touring. Leadership, cooking, weather reading, navigation, trip planning, first aid and environmental interpretation will be focus units. This elective is an excellent introduction for VCE Units in Outdoor and Environmental Studies, Geography, Biology or Environmental Science.

Physical Education: Fitness Coaching
This elective builds on to the skills and knowledge gained from the subject PE Extension in Year 9. Students will take part in a range of practical activities that further develop their knowledge of the principles and components of fitness. Students will also consolidate their coaching skills working on communication, instruction and the ability to plan and conduct physical activities for a range of people and purposes. This elective would suit those with an interest in sport and recreation. The skills developed in this subject would prepare those who were thinking about pursuing a career in this industry.

Healthy You
This elective aims to cover information about the relationship between food consumption, exercise and lifestyle and how this information can be used to make healthier lifestyle choices for the future. Students will learn about nutrition, food labeling, healthy cooking and food choices, managing stress and ways to incorporate exercise as ways of preventing long term illnesses and promoting well being. This elective would suit those with an interest in health and fitness. The skills developed in this subject would prepare those who were thinking about pursuing a career in this industry.

VCE Pathway: Physical Education
This elective aims to prepare students to better understand the subject matter and concepts that are covered in the VCE Physical Education course. The Year 10 PE Pathway elective focuses on three main units:
- Basic Anatomy and Physiology: the Skeletal, Muscular, Respiratory and Cardiovascular Systems
- Fitness: Fitness Components, an introduction to Energy Systems, Fitness Testing, Training Methods and Training Principles
- Strategies to Enhance Performance in Physical Activity: Legal Methods (Nutritional, Physiological and Psychological) and Illegal Methods (Drugs in Sport), incorporating information on the establishment of WADA and ASADA.
This elective would suit those with an interest in sport, and in particular, learning how the body works to produce energy for muscle contraction. The course is primarily theory based, with some practical sessions designed to target principles learned in class. It is not designed for those wishing to participate in practical activities only. High performing students in this elective will have enough knowledge to successfully study Units 3 and 4 PE whilst in Year 11.

VCE Pathway: Health and Human Development
This elective aims to prepare students to better understand the subject matter and concepts that are covered in the Units 1 and 2 Health and Human Development course. The emphasis will be on making links with different population groups within the local and wider community to see Health in action. Examples may include; visits to daycare centers, kindergartens, activity and sporting groups. Projects may include developing health promotion programs that can be implemented within our community. This elective would be suitable for those wanting to pursue a career pathway in the health and wellbeing field.

VET Sport and Recreation
For information about the VET Sport and Recreation course, please refer to page 10 & 11 of this booklet.
Technology is more than our iPods, mobile phones or laptops. It’s everywhere. Information Technology animates our latest movies, is used to develop cures for debilitating diseases and helps businesses large and small to run smoothly. Few other industries are as diverse as IT, and IT skills are both universal and flexible. It’s the stuff that keeps us at the cutting edge. Technology is now as much about communication as it is about information.

Business Computing

Business Computing is designed to cater for students who may not study VCE in the following years and may seek employment in the near future. This course would also suit a student intending to study Accounting in VCE as it has a strong spreadsheet/accounting component. This course is designed to give you skills required for efficient utilisation of software in business today. The skills acquired will allow you to become proficient in the use of computer applications such as Word, Access, Excel, Publisher, PowerPoint, and Computer Management software and electronic filing, as well as evaluating and developing skills in the use of current business packages such as MYOB or Quicken. This course will also allow you to develop skills at a higher level in achievable stages, which will cater for specific requirements in individual workplaces, and further studies when required.

VET IT - Information, Digital Media and Technology

For information about the new (Games focussed) VET IT course, please refer to page 10 & 11 of this booklet.

VCE Pathway: Information Technology

This IT pathway is designed with aspiring VCE students in mind. The unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions. Students analyse data from large repositories and manipulate selected data to create visualisations. They also develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Working in teams is an important and effective strategy for solving problems, and this strategy is applied in a final assessment task when students solve problems for clients in the community.

VCE Pathway: App Production from Scratch

This programming unit is for students who are keen to build their own App for an iPad, iPhone or Android devices. You do not have to be a programming genius to enjoy this unit but you do need to know how to find your way around your computer. This course uses Apple’s Xcode software and objective C and takes you through full path of creating your own App from scratch. This course is for a student that wants to see how Apps are developed or is considering studying VCE Software Development in the near future. During the course we will use the text “Programming Apps for the iPhone.” This book does not assume prior knowledge and guides the students step by step from very simple to complex programs. The book and unit is fun, interesting and challenging.
**Applied Digital Photography**

Applied Digital Photography and Printmaking provides students with a range of skills in digital imaging and printmaking. Students use digital cameras and scanners to capture images, then manipulate and enhance these images in Adobe Photoshop. Students learn the language of digital photography and how visual literacy/images play a vital role in communicating in today's global world, both as an art form and a tool for communication. In printmaking students reproduce their digital images as etchings.

**Black and White Photography**

This subject, Black and White Photography, also explores darkroom techniques and printmaking. It provides an introduction to an overview of black and white film photography and photographic screen printing. Demonstrations and workshops to enhance skill acquisition in the use of 35mm cameras and the knowledge of B/W darkroom procedures provide the basis of the practical component of this course. Practical workshops and topics include: 35mm camera operation; B/W film types and formats; basic natural lighting techniques; light metering; film exposure and processing; print production and darkroom procedures; print finishing and presentation. In printmaking students learn photographic screen printing processes.

**Ceramics and Sculpture**

This course aims to develop students' creativity, imagination, skills, craftsmanship and knowledge of ceramics and sculpture. Their explorations will be selected from a range of sculptural materials and ceramic techniques using different tools, equipment and techniques. Work will mainly be of a practical nature with students researching overseas and Australian artists relevant to their practical work. Students will work individually and co-operatively in groups.

**Painting and Drawing**

This course aims to further develop students’ creativity, craftsmanship and knowledge in both drawing and painting. Students use a wide range of different drawing materials and sketching techniques to improve their observation skills to produce realistic drawings. They explore watercolour painting and further improve their acrylic painting skills. Students are required to produce a folio of drawings and paintings while researching artworks made by Australian and overseas artists. A main theme for their work in the second term of the semester will be surrealism, in which the students use all taught studio techniques to create practical work and investigate the artists of this fantastic movement.

**Visual Communication Design**

This unit allows students to explore the field of Visual Communication, from Communication/Graphic Design to Industrial Design and Environmental Design. Students will develop freehand and technical drawing skills, explore a range of media and undertake research of the development of an existing product. This unit prepares students for VCD at VCE by emphasising the Design Process in all its aspects.

**Computer Aided Design**

This unit enables students to gain a greater level of competence with the major programs that we use in the area of digital imaging and design. These are: Adobe Photoshop, Illustrator and InDesign. Students explore the use of these software applications to develop their own digital art and design pieces. This unit should be considered by any student wishing to undertake VCE Visual Communication Design, Studio Arts, Art or Media Studies, as it will give students an advantage in these areas before reaching VCE.

**VCE Pathway: Drama**

Drama Pathways will offer the students the opportunity to acquire the theoretical knowledge and practical skills relevant for them to undertake Theatre Studies 3/4 and/or Drama 3/4 (these two subjects alternate in the offerings). The subject is designed to enable students to further develop their creative abilities and their production skills. It will equip the students to make a smooth transition to the VCE 3/4 subjects without completing units 1 and 2.

**Drama: One Act Play**

The students will participate in the selection, and presentation of a one-act play. The students will be involved in both the performance and production element, the audition process, set design and construction. The performance will be performed before an audience at a chosen location. This subject will suit both the performer and those students who like to be involved behind the scenes.

**Music Electives - next page**
Just Vocals
Just Vocals is a performance and skills based singing course. Students develop and improve singing techniques that include learning how to perform well in a vocal group. The unit builds on and improves basic skills acquired in Year 9. No previous singing ability is required, and the course aims partly to help students feel better about how they use their voices. Students also develop and evaluate skills necessary to understand how to perform a range of music styles.

Music
Music performance, focusing on expressive and interpretative skills, is developed through a range of activities. These include practical music performance, composition, and learning to write and rehearse simple arrangements that are learned and performed by students in class. Software allows students to print high quality copies of their own compositions or arrangements. Students learn to respond to and evaluate their own and other people's performances through solo and group performance work.

Aural and theory work supports the learning of music notation and students undertake assignments in responding critically to musical styles from different cultures. The unit is aimed to provide the basic minimum skills suitable for selecting music at VCE level.

See page 10 & 11 for information about the following VET courses:
• VET Building and Construction
• VET Engineering
• VET Hairdressing
• VET Hospitality

See page 10 & 11 for information about studying VET Live Production, Theatre & Events

Technology

Furniture Design
Materials Technology Furniture Design involves the purposeful application of knowledge, skills and equipment to design and create functional furniture from a range of materials including wood and metal. In Furniture Design, students investigate and develop their own ideas from an initial ‘Design Brief. From this, students produce and evaluate a finished furniture piece. Students are encouraged to independently increase their awareness of the key workplace skills required for employment in technology occupations.

Food Technology:
Food for Special Occasions
Food is an important component of many special occasions. Students will explore a range of special occasions including social, cultural, religious, historical and family. They will be involved in menu planning and will plan and prepare food safely, demonstrating appropriate food handling and presentation skills.

Systems Technology
This unit looks at how human and technical elements work together to achieve a result. For example: electronic alarms, bicycles, combustion engines and communication networks are all developed by humans to achieve a purpose. Students learn about existing mechanical systems involving gears, hydraulics, pneumatics, electronics and alternative energy sources.

Jewellery and Fine Metal
In Jewellery and Fine Metal students develop their creativity, imagination, skills and craftsmanship as they design and create functional pieces of jewellery. Students complete a folio of practical work consisting of pewter castings that form pendants for necklaces that are beaded and chained and ring explorations that culminate in a silver bracelet and silver ring. From specific design briefs, students investigate, design produce and evaluate all their work. Activities are mainly practical in nature. Students investigate a specific body adornment for their major research task.

Textiles
In this Unit students design production items around a theme and may produce garments or ‘art’ pieces of their choice. Embellishments and enhancement of work is encouraged with students exploring new areas such as airbrushing, computer scanning and re-cycling. Students learn a variety of fashion illustration techniques, and complete a storyboard and mounted drawings. Students use and understanding of the sewing machine is enhanced from previous years. However, knowledge of the sewing machine is not a pre-requisite for this subject and some students may not need to use the sewing machine for their chosen pieces.

VCE Pathway:
Food Technology
The course will provide students with project based tasks that focus on meeting the problems, needs or requirements defined in a design brief. Students focus on gaining practical skills in food preparation, product development and sensory analysis. Students will be assessed through demonstrating the necessary skills and accuracy in devising a design brief, as well as evaluating practical work, through the development and submission of a portfolio. Food Technology is recommended for students who intend studying VCE Food and Technology.
Vocational Education and Training (VET) is a way of broadening the opportunities for our students. VET courses are very practical in nature and the curriculum takes a hands-on approach to learning. Through completing a VET course students will complement their VCE (Victorian Certificate of Education) or Victorian Certificate of Applied Learning (VCAL) Certificates by achieving a TAFE Qualification usually at the Certificate II level.

**VET IN SCHOOLS**
A VET in Schools program is completed at school, mostly in class time and involves a group of students working in class with a teacher to complete theory and practical work. At Year 10, Certificate II VET courses are an option. VET in Schools subjects at Cert III level will require students to complete Assessed Coursework, as in other VCE subjects and they also have to sit for an end-of-year exam. This allows the VET in Schools subject to be graded and used to calculate an ATAR score.

**SBAT**
A School Based Apprenticeship and Traineeship Program (SBAT) is completed in the work place. Students need to work with an employer, on a training wage for at least one day per week. Over the year, they need to average 15 hours per week in the workplace. Students often meet this requirement by working after school, at the weekend or during school holidays. School Based Apprenticeship and Traineeship Programs can be completed in a wide variety of industry areas and cater for the needs and interests of an individual student.

**SOME IMPLICATIONS**
Any student who takes on a VET course or SBAT at Year 10 level that is delivered off campus needs to be aware of the following:
- These courses mean that students are away from Galen for one day per week.
- Students miss class on this day and need to catch up on all work missed.
- Special study classes will run to support students in this.
- Students only do two electives for the year.

**VET OR UNIVERSITY?**
Many parents encourage their children to take Maths, Science and English as preparation for university admission. On the other hand, many parents are not aware of the VET options. If Maths, Science and English and a university course are what you want, then go for it. But if you’d rather learn something on the job, then choosing VET subjects might be the way to go.

Research shows that VET subjects (or modules) taken at school and continued at Registered Training Organisations, such as TAFE are more likely to improve your chances of getting the job you want. Plus, by doing subjects you enjoy it’s more likely to have a positive effect on your final marks.

**The Costs of VET Courses in 2015**
Galen College is the provider for some of the VET courses on offer. There are levies for these options. There is a subsidy available for students enrolled in VET courses provided by Galen.

External providers charge for their courses. Students selecting courses outside of Galen offerings will be charged at the full fee rate.

It is important to note that some VET subjects also have additional costs. VET Hospitality students, for example, are required to purchase their own knives, uniform and coursebook. Hairdressing students must purchase the correct kit. Please check the costs with the VET Co-ordinator, Mrs Marlene Kittel.
VET Courses at Galen

VET Building and Construction - Cert II
The VET Building and Construction program offers students prevocational training in the building and construction industry. The program is designed to give students the opportunity to gain experience across a number of building trades including bricklaying, carpentry, painting and decorating, wall and ceiling lining, wall and floor tiling and solid plastering.

VET Engineering - Cert II
Certificate II in Engineering Studies provides pre-employment training and pathways into apprenticeships and traineeships in the metals and engineering industries. It enables participants to gain a recognised credential and make a more informed choice about vocational and career paths. The course covers OHS in the work environment, use of hand and power tools, career planning for the engineering industry, machining processes and fabrication techniques. The students will complete a number of items eg. Water Jug & Tool Box in their first year. All VCE VET courses require the satisfactory completion of a number of Units of Competence in order to attain the Certificate. This course is delivered over two years with Units 3 and 4 offering scored assessment.

VET Hairdressing - Cert II
If you want to be a hairdresser, this is where you start! This hands-on learning experience can provide you with a headstart to a career in hairdressing, and the training that you undertake will count towards your training requirements as an apprentice. The course covers essential aspects of the hairdressing industry such as basin services, braiding, products and services, drying hair to shape as well as customer service, head neck and shoulder massage and working safely in a salon environment. Galen VET Hairdressing students study the course at Borinya, which offers a simulated salon workplace environment.

VET Hospitality - Catering Operations - Cert III
This course provides students with training and skill development for the achievement of competence in commercial cookery. The program will also provide access to a range of potential career paths within the hospitality industry, these may include chef, catering assistant, kitchen-hand and food attendant.

The Catering Operations program provides cookery skills and knowledge and includes training in the production of appetisers and salads, stocks, sauces and soups and vegetables, fruit, eggs and farinaceous dishes.

This study encompasses both theory and practical components delivered in the college's own commercial kitchen over two years duration, including two excursions within that time and many opportunities for experience in this exciting industry. This is a subject that has a scored assessment and so contributes to the ATAR score along with the Nationally accredited VET Certificate.

VET IT - Information, Digital Media and Technology - Cert III
You can play games, so why not learn how to make them while completing a national accredited VCE/VET course? Start the course in Year 10 and work in HTML 5 and then complete the remaining modules while learning to master c# in Year 11. While in Year 11 students also do the exam and qualify for two Unit 1/2 units and one Unit 3/4 sequence. VCE VET IDMT combines industry standard programming and technologies to develop games through coding. In the first year, you will create games while exploring key programming foundations such as algorithm (design) implementation and control flow. During the second year, you will expand and build upon the techniques you have learnt so far. Working with c# and the .NET Framework you will develop custom 'shoot 'em up' games along with other game projects. As you develop core programming skills you will also cover key topics such as building a custom web server, system maintenance and porting to a Linux system.

VET Live Production, Theatre & Events - Cert II
Are you interested in learning management, promotion, lighting, sound, audio-visual or set design in the entertainment industry? It is one of the fastest growing and most exciting industries in Australia. Opportunities exist for you to work on concerts, festivals, films, theatrical shows and corporate events in North East Victoria, Australia and overseas. This course covers a wide range of areas including: front of house, set and props manufacture, lighting and sound operations, audio-visual, scenic art, staging and stage management, as well as ticket sales, management and promotions. It is designed to enable students to acquire a range of technical, practical, personal and organisational skills related to work, employment and further training within the entertainment industry sector. The course will consist of mainly practical experiences and include time out of some classes for productions, musical concerts, whole school assemblies and other events.

VET Sport and Recreation - Cert III
Competent completion of the year-long Sport and Recreation course will give students their Cert III Unit 1 & 2 in Sport and Recreation. As part of this subject, students will experience hands on coaching at local primary schools, fitness activities, sports administration, work health safety, first aid, and will develop personal organisation skills to prepare them for work in the sport and recreation field. Students who complete this course will have a nationally recognized qualification, up to 20 hours of fieldwork experience and their Level 2 First Aid certificate (which lasts for 2 years and is valued at $160). This subject also leads onto pathway options of Cert III Sport and Recreation Unit 3 & 4 at VCE level and other related TAFE qualifications. Skills developed would prepare those looking at careers in the sports, recreation, coaching and sports administration areas.
A School Based Apprenticeship & Traineeship Program (SBAT) can be undertaken while still at school. These apprenticeships are increasingly a career option for secondary school students, as the students are able to gain a vocational and technical education qualification while pursuing their VCE or VCAL certificate.

Students who pursue an apprenticeship have the opportunity to study VCE/VCAL units at school and work for an employer on a part-time basis in the traditional areas offered by apprenticeships. Students sign a Work Agreement for two years. This is organized through training companies (New Apprenticeship Centres or NACs) such as ATEL or MEGT.

Because there is a wide range of opportunities at Galen, we work with individual students to meet their skills, interests and career goals. Opportunities exist in agriculture, retail and automotive. Other areas such as business, community services, food processing, information technology, hospitality, and engineering may be available, depending upon student interest. A School Based Apprenticeship & Traineeship Program must involve paid employment and training.

For more information about the SBAT Program, you can try websites like the Australian Government at:
Or VCAA at:

A Sample SBAT in Agriculture

A School Based Apprenticeship & Traineeship Program with a local farmer illustrates how the program might work:

The student and his/her family would be involved in the search to find a suitable farm with a farmer willing to employ, pay and train an SBAT student. Staff from a New Apprenticeship Centre would meet with the family and the farmer to finalise arrangements.

All parties would decide on a suitable training provider, such as GOTAFE. They would then develop a Training Plan that allowed the student to complete Certificate II Agriculture with modules (subjects) relevant to that farm. Muster and Move Sheep, for example, would be a module for someone on a sheep property, but Grain Handling would be a module for someone on a wheat farm.

Galen would be notified of the arrangement by the New Apprenticeship Centre. The TAFE would forward the Training Plan so that the student can be enrolled in the relevant VCE units.

The student would meet with the Work and Further Education Co-ordinator while this process was occurring and would negotiate a suitable day to be working on the farm.

A VCE student would complete English, Maths, Religious Education and other VCE units over the remaining eight days per fortnight he or she was at Galen.

A VCAL student would work on literacy and numeracy units at Galen and relate them to their work on the farm.

The VCAL student would also participate in Work Related Skills and Personal Development Skills at Galen. The VCE student would receive VCE credits at Units 1, 2, 3 and 4 (depending upon the level and number of modules completed) for work completed in Certificate II Agriculture. The Certificate would apply to the Industry Specific Skills Strand for the VCAL student.

During the school holidays both the VCE and VCAL students would work on the farm and spend time at TAFE. Students would be expected to complete relevant theory and book work from TAFE in their own time.

An assessor from TAFE would visit the School Based Apprenticeship & Traineeship Program student in the work place periodically throughout the year.

Assessment is usually competency based, with students being able to demonstrate what they have learnt. Please discuss your VET options with the VET & SBAT Co-ordinator, Mrs Marlene Kittel.

School Based Apprenticeship and Traineeship Programs are designed to suit an individual’s skills, interests and career goals.
Year 10 Subjects for 2015

YEAR 10 ELECTIVES
- Applied Digital Photography
- Black & White Photography
- Ceramics & Sculpture
- Drama - One Act Play
- Just Vocals
- Media – Film
- Media – Journalism
- Music
- Painting & Drawing
- Visual Communication Design
- Computer Aided Design
- Italian 1 & 2
- Indonesian 1 & 2
- Challenging Mathematics
- Outdoor Education
- Physical Education - Fitness Coaching
- Healthy You
- Psychology
- Geography - Field Work & Modern Explorers
- Business Computing
- History - Ancient Civilisations
- Material & Technology - Furniture Design
- Material & Technology - Jewellery & Fine Metal
- Material & Technology - Textiles
- Systems Technology
- Food Technology - Food for Special Occasions

VCE PATHWAYS
- Biology
- Business Management
- History – People & Power
- Literature
- Physical Education
- Health & Human Development
- Food Technology
- Drama
- Criminal & Civil Justice - Legal Studies
- Information Technology
- App Production from Scratch

VET UNITS
- VET Building & Construction
- VET Engineering
- VET Hairdressing
- VET Hospitality
- VET IT - Information, Digital Media and Technology
- VET Live Production, Theatre & Events
- VET Sport & Recreation

CORE SUBJECTS
All Year 10 students complete these subjects:
- English
- Maths 10A, 10B or Maths 10C
- Religious Education
- Health & Physical Education
- Science
- Humanities

Final selections are due on Wednesday 20th August

Where to Get More Information
At Galen the Homeroom teachers, subject teachers and the Work and Further Education Co-ordinator are able to help you and your son/daughter develop the knowledge and skills needed to make successful choices and manage the move into work or further education. There are many ways you can find out more about the jobs and careers that might interest you.

- Try My Future: http://www.myfuture.edu.au
- Check the DEEWR Job Guide online: http://jobguide.deewr.gov.au

You could also look at The Career Key: www.careerkey.org and the Career Centre at: www.innovation.gov.au

An introduction to apprenticeships and traineeships can be found at: www.australianapprenticeships.gov.au

The Careers Office also has a collection of brochures and guides. All sorts of interesting information can be found there. The VCE Subject Summaries can be found on the Victorian Curriculum and Assessment Authority (VCAA) website: www.vcaa.vic.edu.au

Lots of other information about VCE and VET can be found there.

Talk to subject teachers, other students and former students. Make time to talk with your careers adviser or Year Level Coordinator.

Due date for subject selections: Wednesday August 20:
Final subject selections are due to Homeroom teachers.
Course Elective Selection Form

Use this sample form to plan out the elective subjects that you would like to study next year.

### YEAR 10 ELECTIVE SELECTIONS - 2015

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<th>Name: ____________________________ H/Room______</th>
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<td><strong>Choice Number</strong></td>
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**VCE PATHWAY UNIT TO BE STUDIED IN YEAR 10**

YEAR 9 SUBJECT TEACHER APPROVAL

**VET or SBAT TO BE STUDIED IN YEAR 10**

TEACHER APPROVAL – Marlene Kittel

Clearly Circle One

<table>
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<tr>
<th>Maths 10A</th>
<th>Maths 10B</th>
<th>Maths 10C</th>
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YEAR 9 MATHS TEACHER APPROVAL

**SIGNATURES**

STUDENT: ____________________________       PAREN T: ____________________________

PLEASE RETURN TO HOMEROOM TEACHER BEFORE AUGUST 20th

Note: LOTE or VET selections must be at the top of the list. These subjects count for 2 positions per subject.
Learning Pathways

Senior School Certificates

- Vocational Education & Training
  - VET Courses
  - School Based Apprenticeship & Traineeship Program

VCE
Victorian Certificate of Education

Training (TAFE or school, Industry, RTO)

Structured Workplace Learning

Completion of VCE

Completion of VCAL

Employment, Apprenticeship, Traineeship

TAFE Certificate II, III, IV Diploma
Advanced Diploma

University
Degree, Honours, Masters, Doctorate (PhD)

On some occasions
Galen Catholic College is strongly committed to the ideals of a Catholic education. Galen especially prides itself on the level of care and concern given to each student, including those with special needs. We endeavour to support young people who are well-equipped to cope with the demands of today’s rapidly changing society and who have a sound value system on which to base their future lives.

Galen aims to:

- Create a strong sense of Christian community, fostering faith and personal development
- Cater for all students’ needs
- Take account of the requirements of parents, tertiary bodies and employers in a changing society
- Guide students to the development of personal responsibility and self discipline
- Develop individual talents and education for leisure
- Offer an educational program to extend each individual student
- Encourage a life-long approach to education.