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The information in this Senior School handbook is intended as a guide only, and is current as of July 2013. While all care has been taken in the production of this handbook, errors and omissions may occur. Carrum Downs Secondary College disclaims any liability for errors or omissions and for any liability to any person in respect of any action taken, or not taken, in reliance on the content of this publication.
This Program Guide is designed to provide information about the curriculum programs offered by Carrum Downs Secondary College. Questions regarding any aspect of this program may be directed to the following course counsellors on 9788 9100.

**Principal:** Marie Walker

**Assistant Principal** – Year 7, 8 & 9 Lisa Holt
**Assistant Principal** – Year 10, 11 & 12 Sheralllen Smith

**Business Manager:** Beverley Boys
**Curriculum Leader:** Kate Turner
**Literacy Curriculum Leader:** Rachel Colvin
**Numeracy Program Manager:** Melodie Moltzen
**Applied Learning Leader:** Katrina King

**Arts & Society Senior Sub School Leader:** Hannah Cunnington
**Health & Community Senior Sub School Leader:** Jodie Galea
**Science & Technology Senior Sub School Leader:** Raquel Nixon

**Learning Support Coordinator:** Athina Caravatas
**Careers Education Coordinator:** Chris Bell
**Careers/Pathways & Senior School Administrator:** Nancy Huez

<table>
<thead>
<tr>
<th>Arts and Society</th>
<th>Health and Community</th>
<th>Science and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub School Leader</strong></td>
<td><strong>Pastoral Care Teachers</strong></td>
<td><strong>Pastoral Care Teachers</strong></td>
</tr>
<tr>
<td>Hannah Cunnington</td>
<td>10A – Rachel Colvin</td>
<td>10E – Teegan McBrearty</td>
</tr>
<tr>
<td><strong>Education Liaison Officer</strong></td>
<td>10B – Kurt Kerstens</td>
<td>10F – Vanessa Murphy</td>
</tr>
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<td>11B – Jonathan Jhoomun</td>
<td>11F – Andrew Frost</td>
</tr>
<tr>
<td></td>
<td>12A – Jade Williams</td>
<td>12E – Andrew Hodgson</td>
</tr>
<tr>
<td></td>
<td>12B – Darren Turner</td>
<td>12F – Emma Geddis</td>
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Introduction

This Program Guide contains all the information you need to choose your course for 2014/15 as well as some information which will help give direction for your Senior Pathways. It outlines all of our VCE and VCAL options.

CDSC’s Senior Years curriculum is designed to allow you:

- Breadth and depth in your study.
- The opportunity to pursue your interests and develop your talents.
- Flexibility in your choice of course.
- To design a course that allows you to follow your individual pathways plan.

Choosing a Program

To assist you in choosing the course which will bring you the most enjoyment and success we have provided you with:

1. **Detailed descriptions** of all subject options.
2. **Unit Outlines** for each Study Area which show you how your choices will help you plan your future directions.
3. **Pathways Counsellors** - you have been allocated a Pathways Counsellor (your Pastoral Care Teacher) who will assist you with your course decisions during the process. On the official course confirmation day you will discuss your course with your Sub School Leader or the Careers Practitioner.

Students will receive course counselling and guidance but decisions are a joint responsibility between the student, the parent/guardian and the school. The selection of subjects needs to be considered carefully. Where prerequisites are concerned it is the student’s responsibility to check all information, including the accuracy of prerequisites for tertiary courses.

Recommendations from staff

All teachers will make recommendations for VCE/VCAL studies. You will need to seek advice from your classroom teachers, Pastoral Care Teacher and your Sub School Leader who will advise you about the best studies for you to undertake.

Confirming your Course

After course counselling takes place, your course will be carefully checked. A few students may need to be re-counselled if there are problems with their course.

Course Selection Process

- Information Night – **Wednesday 14 July 2013**.
- Undertake the Course Counselling in Pastoral Care **Monday 15 July – Monday 12 August 2013**.
- Attend the Course Confirmation Day with your Pastoral Care Teacher and Sub School Leader on **Wednesday 28 August 2013**. **Appointments will be made between 1:00pm until 8:00pm** with your parents, if possible

Costs

- All payments for electives including VCAL subjects must be made by **Friday 29 November, 2013** unless prior arrangements have been made with the college bursar. This includes the costs for VET subjects offered within CDSC.
- A deposit for all EXTERNAL VET courses is required by **Friday 25 October, 2013** before the application can be processed. The amount of the deposit is $300 of which $100 is **Non Refundable**. The balance is due on **Friday 29 November, 2013**.

*Please note that if the payment deadline is not met this will result in students being removed from the electives and placed into a no cost elective.*
VCE provides pathways to further training and work and is the most commonly accepted way to gain entry to tertiary studies.

The VCAL focuses on applied learning and develops knowledge and skills that will prepare students for further training and employment.

Both VCE and VCAL may include Vocational Education and Training (VET).

Apprenticeships and Training, including Australian School Based Apprenticeships (ASBA), are available in over 800 qualifications. An apprenticeship or traineeship combines employment (part time or full time) and training to achieve a nationally recognised VET qualification which can contribute to your VCE or VCAL.

**Students select either VCE or VCAL as their primary pathway.**

**Victorian Certificate of Applied Learning (VCAL)**
The Victorian Certificate of Applied Learning (VCAL) is a senior school certificate providing pathways for Years 11 and 12 students seeking vocationally oriented career options such as apprenticeships, traineeships, further education and training or moving on to employment.

Those considering VCAL are:
- Students who are seeking a vocational pathway on completion of school.
- Students who learn best where learning is practical, experiential, ‘hands-on’ or ‘applied’.

VCAL provides students with a more flexible approach to their education and training. It aims to provide the skills, knowledge and attitudes to enable students to make informed choices about the world of work.

**Victorian Certificate of Education (VCE)**
The Victorian Certificate of Education (VCE) is a senior school certificate providing additional pathways for Years 11 and 12 students seeking academic oriented options such as university, traineeships, apprenticeships, further education and training or moving on to employment.

Those considering VCE are:
- Students who are seeking an academic pathway on completion of school.
- Students who learn best where learning is structured, theory focused and assessment driven.

VCE provides students with a more structured approach to their education and training. It aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding further education and study.
Where Some VCE & VET Subjects Can Take You...

These following diagrams match a selection of VCE and VET subjects with some courses and related careers. We can’t possibly fit in all our courses. This is to be used as a guide only. Explore more courses at: www.latrobe.edu.au/courses

This is to be used as a guide only

### ARTS & COMMUNICATIONS

#### Some VCE & VET Studies

- English, History, Literature
- Geography, History
- English, History, Media, Music Industry
- English, Psychology, Legal Studies, Media

#### Some related courses at Universities

- CREATIVE ARTS
- INTERNATIONAL RELATIONS
- MEDIA STUDIES
- STRATEGIC COMMUNICATION

#### Some related careers

- Screenwriter, novelist, journalist, copywriter, editor, publisher
- Policy analyst/adviser, diplomat, political advocate, foreign correspondent
- Journalist, producer, director, screenwriter, audiovisual technician
- PR manager, journalist, marketing communications manager

### BUSINESS & ECONOMICS

#### Some VCE & VET Studies

- Accounting, Business Management
- Business
- Hospitality, LOTE, Accounting
- Human Development, Physical Education, Cert III Fitness, Outdoor & Environmental Studies

#### Some related courses at Universities

- BUSINESS
- ECONOMICS
- TOURISM MANAGEMENT
- SPORTS MANAGEMENT

#### Some related careers

- Screenwriter, novelist, journalist, copywriter, editor, publisher
- Policy analyst/adviser, diplomat, political advocate, foreign correspondent
- Travel consultant, hotel executive, tourism marketing manager, tourism events manager
- Team manager, marketing manager, team coach, policy adviser
### EDUCATION & TEACHING

<table>
<thead>
<tr>
<th>Some VCE &amp; VET Studies</th>
<th>Some related courses at Universities</th>
<th>Some related careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor &amp; Environmental Studies, Biology</td>
<td>NATURE TOURISM</td>
<td>Nature guide, environmental planner, ecotourism travel guide, adventure tour leader.</td>
</tr>
<tr>
<td>Outdoor &amp; Environmental Studies, Physical Education.</td>
<td>OUTDOOR EDUCATION</td>
<td>Outdoor education leader, outdoor travel coordinator, camp leader.</td>
</tr>
<tr>
<td>Health &amp; Human Development, Outdoor &amp; Environmental Studies, Physical Education.</td>
<td>PHYSICAL EDUCATION</td>
<td>Fitness instructor, sports instructor, outdoor education teacher, physical education teacher.</td>
</tr>
<tr>
<td>English, History, LOTE, Mathematics.</td>
<td>TEACHING</td>
<td>Primary teacher, secondary teacher, TAFE teacher, curriculum designer.</td>
</tr>
</tbody>
</table>

### HEALTH SCIENCES

<table>
<thead>
<tr>
<th>Some VCE &amp; VET Studies</th>
<th>Some related courses at Universities</th>
<th>Some related careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Human Development, Biology, Chemistry, Mathematics.</td>
<td>ORAL HEALTH</td>
<td>Dental technician, dental prosthetist, dental therapist.</td>
</tr>
<tr>
<td>Health and Human Development, Biology, Chemistry, Mathematics.</td>
<td>HEALTH SCIENCES</td>
<td>Dietician, health centre administrator, podiatrist, speech pathologist.</td>
</tr>
<tr>
<td>Health &amp; Human Development Community Services, Psychology.</td>
<td>HUMAN SERVICES / SOCIAL WORK</td>
<td>Social worker, aged care worker, youth care worker, policy analyst, policy adviser.</td>
</tr>
<tr>
<td>Health and Human Development, Biology, Community Services.</td>
<td>NURSING</td>
<td>Nurse educator, midwife, registered nurse, nurse practitioner.</td>
</tr>
<tr>
<td>Some VCE &amp; VET Studies</td>
<td>Some related courses at Universities</td>
<td>Some related careers</td>
</tr>
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</tr>
<tr>
<td>Outdoor &amp; Environmental Studies</td>
<td>AGRICULTURAL SCIENCE Agronomist, horticulturist, agricultural chemist, agribusiness professional.</td>
<td></td>
</tr>
<tr>
<td>Biology, Chemistry</td>
<td>BIOLOGICAL SCIENCE Biologist, zoologist, forensic scientist, biotechnologist.</td>
<td></td>
</tr>
<tr>
<td>Biology, Chemistry, Physics, Mathematics.</td>
<td>NANO-TECHNOLOGY Physicist, chemist, space physicist, research scientist.</td>
<td></td>
</tr>
<tr>
<td>Biology, Chemistry, Psychology, Mathematics.</td>
<td>PSYCHOLOGICAL SCIENCE Statistician, counsellor, neuropsychologist, clinical psychologist.</td>
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</tbody>
</table>
Carrum Downs Secondary College Senior School (Year 10 - 12) aims to provide an opportunity for students to gain qualifications in VCE, VCAL, VET, ASBAs and create further employment or educational options. Each student will have an individual pathway plan that will continue to develop through their years in the senior school. Each student will be supported and developed in accordance with their plan. This means the teaching and learning environment requires flexibility for mixed ability groups and different pathway options.

Students at Carrum Downs Secondary College will have the option to study VCE, VCAL, VET and ASBAs. Students will be supported in a Sub School that is focused on their pathways and/or interest focus.

Timetable examples
Following are two timetables that are shown as examples of a possible week for a straight VCE or VCAL student. Students completing a combination of both would have a combination timetable.

**VCE Timetable - Example only**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pastoral Care</td>
<td>Pastoral Care</td>
<td>Pastoral Care</td>
<td>Pastoral Care</td>
<td>Pastoral Care</td>
</tr>
<tr>
<td>1 English elective</td>
<td>Elective 2</td>
<td>Elective 4</td>
<td>Elective 1</td>
<td>Elective 3</td>
</tr>
<tr>
<td>2 English elective</td>
<td>Elective 2</td>
<td>Elective 4</td>
<td>Elective 1</td>
<td>Elective 3</td>
</tr>
<tr>
<td>3 Elective 1</td>
<td>Elective 3</td>
<td>Elective 2</td>
<td>Elective 4</td>
<td>English elective</td>
</tr>
<tr>
<td>4 Elective 2</td>
<td>Elective 4</td>
<td>English elective</td>
<td>Elective 3</td>
<td>Elective 1</td>
</tr>
</tbody>
</table>

**VCAL Timetable – Example only**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pastoral Care</td>
<td>Pastoral Care</td>
<td>Industry (VET/ASBA/SWL)</td>
<td>Pastoral Care</td>
<td>Industry (VET/ASBA/SWL)</td>
</tr>
<tr>
<td>1 VCAL Core</td>
<td>WRS*</td>
<td>VCAL Core</td>
<td>VCAL Core</td>
<td>WRS*</td>
</tr>
<tr>
<td>2 VCAL Core</td>
<td>WRS*</td>
<td>VCAL Core</td>
<td>VCAL Core</td>
<td></td>
</tr>
<tr>
<td>3 WRS*</td>
<td>VCAL Core</td>
<td>VCAL Core</td>
<td>VCAL Core</td>
<td>WRS*</td>
</tr>
<tr>
<td>4 VCAL Core</td>
<td>VCAL Core</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* WRS – Work Related Skills  
SWL – Structured Workplace Learning
Pastoral Care - Full Year Subject (every day)

Carrum Downs Secondary College has a strong focus on building positive relationships. The Pastoral Care program is integral to developing and maintaining a partnership between teachers, students, parents and the broader community to create quality learning for students.

In the Senior Years program teachers take on more of a mentoring role, guiding students through their own personal pathways. Focusing on careers and pathway choices, students develop a broad range of knowledge and skills that will prepare and assist them to pursue higher level education and training, apprenticeships or full time work.

Students will demonstrate employability skills including leadership, teamwork, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving.
Choosing What to Study in Years 11 and 12

Some of the most important decisions you make at school are choosing units of study or subjects to study for Years 11 and 12. These are important decisions since they may directly affect your success at school and how you feel about school. They may also affect your career plans when you leave school.

As an overall plan, it is suggested that you choose subjects or units:

- You enjoy and are passionate about.
- In which you have already had some success.
- Which will help you achieve your chosen career goals, or will keep your career options open.
- Which will develop skills, knowledge and attitudes useful throughout your life.

If you follow the guidelines below and ask for help when you need it, you should come up with a course of study that is appropriate for you and that you enjoy.

Guidelines

Keep your options open

At the moment you may not know exactly what you want to do when you finish school. This is normal because at this stage in your life it is important to explore many options. It is wise to keep your options open. This means choosing a selection of units or subjects that make it possible for you to continue exploring your career options before making more definite decisions in the future.

Think about career options

It is helpful to have some ideas about possible career choices, even though these ideas may change as you learn more about yourself and the world of work. In Pastoral Care you will undertake some investigation and continue your career pathway plans. Below are some resources that may be helpful for further investigation.

- My Future - [www.myfuture.edu.au](http://www.myfuture.edu.au)
- Victorian Curriculum and Assessment Authority - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)
- Victorian Tertiary Admissions Centre (VTAC) – [www.vtac.edu.au](http://www.vtac.edu.au)

Your School Login: carrumsc
Your School Password: galaxy96

Find out about the subjects or units of study offered

It is important to find out as much as possible about the subjects or units of study offered. The following ideas will help:

- Read the unit descriptions in this booklet and consider the following questions:
- What kind of unit is it? What type of work is required? (Practical, Scientific, Essay Writing etc)
- Will the subject chosen keep open a suitable range of later studies and career choices?
- Does this choice fulfil the requirements for admission to relevant tertiary, TAFE or employment entry?
- Ask your teachers of particular subjects, especially those listed as contacts.
- Listen carefully during class talks and course information nights.
What is the VCE?
The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of your secondary education. The VCE provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work. It is even possible to undertake a school-based apprenticeship or traineeship within your VCE.

The VCE Certificate covers both Years 11 and 12 and involves four semesters or half-years of work called units. Over these four semesters students will undertake 20 units.

These will include:-
1. Four units of English (one per semester)
2. Five units per semester in VCE year 1 (year 11).
3. Five units in VCE year 2 (year 12), Units 3 and 4 are taken as a sequence.

What must I include in my VCE?
To obtain your VCE you must satisfactorily complete at least 16 units. Regardless of how many units you do altogether, you must satisfactorily complete:

- At least three units from the English Group listed below:
  - English / English as a Second Language (ESL) Units 1 - 4
  - Literature Units 1 - 4

No more than two units of Units 1 and 2 may count towards the English requirement. **To gain an ATAR you must complete both Units 3 and 4 of an English sequence.**

- Three sequences of Units 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VET programs. You need to be aware that VTAC places restrictions on certain combinations of VCE and VET studies.

If you intend applying for an Australian Tertiary Admissions Rank (ATAR) at the end of your VCE, you will need to be aware of these restrictions.

**NOTE: You will be given the opportunity to endorse your enrolment and check your eligibility on a Personal Details form early in 2014.**

How is the ATAR calculated?
The Australian Tertiary Admissions Rank (ATAR) is calculated by the Victorian Tertiary Admissions Centre (VTAC) from your study scores.

Using study scores received from the Victorian Curriculum and Assessment Authority (VCAA), VTAC calculates an Australian Tertiary Admissions Rank (ATAR).

Subject to the restrictions as outlined in ATAR into Tertiary Studies and VICTER 2012 your ATAR is developed from an aggregate produced by adding:

i. ATAR subject score in English, English Language, Literature or ESL
ii. The next best three ATAR subject scores permissible; and
iii. 10% of the fifth and sixth permissible ATAR subject scores that are available.

Who gets an ATAR?

**VCE students:** VTAC calculates an ATAR for all VCE students who have successfully completed the VCE and satisfied minimum tertiary entrance requirements. Only applicants who have at least four VCE study scores in an acceptable combination will have an ATAR.

*For more information please refer to [http://www.vtac.edu.au/common/enter.htm](http://www.vtac.edu.au/common/enter.htm)*

**VCE Studies**

A 'study' is broken up into four units. Each VCE study unit is numbered 1, 2, 3 or 4. Student programs may include some Units 1 and 2 in the second or final year and/or some Units 3 and 4 in the first year.


Each study page provides past and sample exams (containing some answers), Study Designs and assessment advice relating to that study

**English Unit Requirements**

The VCE English requirement is the successful completion of three units from the English group, including a 3 / 4 sequence at either English or English Literature.

**English Group**

English group consists of:

- Foundation English Units 1 and 2
- English Units 1 to 4
- English (ESL) Units 3 and 4
- English Language Units 1 to 4
- Literature Units 1 to 4

No more than two units at Units 1 and 2 level may count towards the English requirement.

Students may not obtain credit for both English Units 3 and 4 and English (ESL) Units 3 and 4.

**VCE Eligibility**

Students must successfully complete a minimum of 8 units during Year 11 before continuing onto Year 12.

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The requirements for VCE eligibility remain the same:

- Satisfactory completion of 16 units, including 3 units from the English group, with at least one unit at Unit 3 or 4 level.
- Three sequences of Units 3 and 4 studies other than English, including VCE VET Units 3 and 4 sequences.
The Victorian Certificate of Applied Learning (VCAL) is a 'hands on' option for students in Years 11 and 12. Like the VCE the VCAL is a recognised senior qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on 'hands on learning'. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12. The VCAL's flexibility enables students to design a study program that suits their interests and learning needs. Students select accredited VCAL and Vocational Education and Training (VET) modules and units from the following four compulsory strands:

**Strand 1 - Literacy and Numeracy Skills**
Your VCAL learning program must include literacy and numeracy subjects, such as VCE English and Maths, VCAL Literacy and Numeracy units or other accredited studies chosen on an individual basis.

**Strand 2 - Industry Specific Skills**
Your VCAL learning program must include industry specific units from Vocational Education and Training (VET) programs or VCE VET. However, you are not required to focus on or complete any single VET Certificate. For example, you can choose to undertake various modules or units from a range of VET certificates to meet the VCAL requirements and gain experience in a range of vocational areas. The range of VET options is extensive with recognised training packages available from industries including automotive, engineering, building and construction, hospitality and retail, agriculture, horticulture, warehousing and hair and beauty.

**Strand 3 - Work Related Skills**
In order to develop 'employability' skills, VCAL gives you the choice of undertaking either a structured work placement or part-time apprenticeship/traineeship or part-time work. You can also study units and modules that will help prepare you for work, for example occupational health and safety or job interview skills.

**Strand 4 - Personal Development Skills**
As part of your VCAL learning program you must participate in community-based projects, voluntary work and/or structured activities that will help develop your self-confidence, teamwork skills and other skills important for life and work.

**Nominal Hours:**
Each of the three awards (Foundation, Intermediate and Senior) has a nominal duration of 1000 hours.

**NOTE:** Students who start their VCAL and then decide they would like to complete their VCE are able to transfer between certificates. A Certificate and Statement of Results will be issued to students who successfully complete their VCAL.

**Course Requirements:**
To be awarded a VCAL, students must successfully complete a program complying with the following credit requirements;
- Be made up of ten credits
- Contain curriculum components drawn from:
  1. VCAL Units
  2. VCE Units
  3. Vocational Education and Training (VET) accredited curriculum or Further Education (FE) accredited curriculum (one credit is awarded on successful completion of 100 nominal hours of accredited curriculum)
Include:

1. A minimum of two VCAL units
2. In the Literacy and Numeracy strand, curriculum components to the value of one credit for Literacy and one credit for Numeracy
3. In each of the remaining three strands, curriculum components to the value of at least one credit in each
4. Curriculum components to the value of six credits at the level of the VCAL award or above, of which one must be for literacy and one credit must be for VCAL Personal Development Skills
5. At the VCAL Intermediate and Senior levels, VET or ASBA to the value of a minimum of one credit in the Industry Specific Strand.
Vocational Education and Training (VET) is education and training designed to prepare people for work. It is one of the three major sectors of education and training, the other two being the school and higher education sectors.

The following are some of the major features of the VET sector in Australia:

- VET covers education and training useful both before and during employment. It assumes that people will undertake VET throughout their working lives.
- VET includes both craft-based training (associated with traditional apprenticeships such as cabinet making and boiler making) and industry-wide training (for example, broad-based metals modules and office skills modules). It also includes general employment skills such as communication and occupational health and safety.
- VET is provided in institutes and in the workplace. Workplace training can be on-the-job, as with apprenticeships, or in the industry-based training programs and facilities (known as skills centres) found in some larger companies.
- VET is generally associated with the Technical (or Training) and Further Education (TAFE) sector, but it is much wider. Other providers of off-the-job training including private training institutions, and a large proportion of training is conducted in enterprises (that is, business) or on-the-job.

VET is supported by the Commonwealth, state and territory governments, mainly through the TAFE system and major industry bodies. VET programs range from basic level and skill-specific courses to more advanced and broader courses awarding qualifications such as advanced diplomas. VET is provided by industry, TAFE institutes, adult education, community and private providers and increasingly by schools.

Not all vocational education in Australia is accredited. Under the new training arrangements, each state and territory has a body responsible for accrediting training.

**External VET Programs**

VET programs are available at to all senior students. Most courses run on a Wednesday. Building and Construction runs on an evening Monday – Thursday. Electrical runs on a Friday.

Students are responsible for their own travel arrangements to the outside training provider.

**VCE VET Programs with a Study Score**

The Study Score can contribute directly to the ATAR of a VCE student as one of the student’s primary four scaled studies or as the fifth or sixth study.

*It is important to note that the 3 - 4 sequences of VCE VET programs are not designed as stand-alone studies. In order to receive the VET qualification, students should undertake the entire Unit 1 – 4 structure of a VCE VET program.*

**Cost**

There is a significant cost associated with VET, including the purchasing of equipment, materials and training. Each Registered Training Organisation (RTO) may have a different cost so ensure you do your research. Payments need to be made upfront to CDSC. More information will be available later this term.

**Withdrawal**

A student must withdraw from a VET before week 4 of the school year or will incur the full cost of the VET course.

**Selection**

With the support of your Pastoral Care Teacher and Careers Practitioners, research the most appropriate course and where it is offered. Then contact the provider to obtain the most current information on when, where and how it will be delivered. Each VET is different and the delivery changes frequently so make sure your research is thorough.
Literacy Skills Units

Rationale

The purpose of the VCAL Literacy Skills Units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society: family and social life; workplace and institutional settings; education and training contexts and community and civic life.

<table>
<thead>
<tr>
<th>Foundation or Intermediate - Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit enables students to participate effectively in the four social contexts of the four reading and writing domains: Literacy for self expression; Literacy for practical purposes; Literacy for knowledge; and Literacy for public debate. Neither the social contexts nor the domains are autonomous; they overlap and each social context and domain contains traces of the other domains.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate or Senior - Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate or Senior - Oral Communication</td>
</tr>
<tr>
<td>And/or</td>
</tr>
<tr>
<td>Units 1 and 2 - Foundation English</td>
</tr>
<tr>
<td>The Foundation English course is designed for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their post-compulsory secondary studies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are no prerequisites for entry to VCAL units.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory completion demonstrated achievement of each outcome specified.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual school decision on the level of competency based achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>More Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>For greater detail and specific outcomes visit: <a href="http://www.vcaa.vic.edu.au/vcal/students/studentfaq.html">http://www.vcaa.vic.edu.au/vcal/students/studentfaq.html</a></td>
</tr>
</tbody>
</table>
**Numeracy Skills Units**

**Rationale**

The purpose of the VCAL Numeracy Skills Units is to develop numeracy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society: family and social life; workplace and institutional settings; education and training contexts and community and civic life.

In the VCAL Numeracy Skills Units numeracy and mathematics are interlinked. Numeracy gives meaning to mathematics and mathematics is the tool (the knowledge and skills) to be used efficiently and critically. Numeracy is not associated with a level of mathematics, but is the critical awareness which builds bridges between mathematics, and the real world. The VCAL numeracy learning outcomes were developed with this view in mind, where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts.

<table>
<thead>
<tr>
<th>Intermediate</th>
<th>Senior</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>The purpose of this Numeracy Unit is to 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.</td>
<td>The Senior level unit aims to enable learners to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers, workplace documents and procedures, and specific projects at home or in the community. The mathematics covered includes measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem solving strategies. Learners who successfully complete the unit are expected to have the capacity to interpret and analyse how mathematics is represented and used, and to recognise and use some of the conventions and symbolism of formal mathematics.</td>
<td>There are no prerequisites for entry to VCAL units.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

Satisfactory completion demonstrated achievement of each outcome specified.

**Levels of Achievement**

Individual school decision on the level of competency based achievement.

**More Information**

Work Related Skills Strand

Rationale
The Work Related Skills units have been developed to recognise learning that is valued with the community and that develops skills, knowledge and attitudes in the following areas:

- Environmental awareness
- Commitment to, and achievement of, personal goals
- Civic and civil responsibility
- Improved health and wellbeing

Personal Development is a compulsory Strand which must be successfully completed in order to achieve a VCAL Certificate. Students will assessed at award level and may not enrol in the same elective twice.

Elective 1: Building and Design with Wood
Students will attain selected units from the nationally accredited Certificate II in Creative Industries from the Australian Institute of Education and Training. Building and Design with Wood offers students the opportunity to work as a member of a team to design and produce wood products made from recycled timber which will be made available to local charities and for sale within the College.

Elective 2: Business Enterprise
Students will attain selected units from the nationally accredited Certificate II in Small Business (Operations and Innovations) from the Australian Institute of Education and Training. Students will learn the skills and knowledge to gain a basic understanding of the role of an administration officer in a small or large organisation. Students will then use the knowledge to support the development of their own small business enterprise. Students will be required to research a charity, individual or local cause that will receive the revenue raised from the enterprise. The project will give students a basic understanding of the challenges faced by a small business.

Elective 3: Café Operations
Students will attain the following nationally accredited units from the Certificate II in Hospitality (Operations) from Holmesglen TAFE:
- Develop and update food and beverage knowledge
- Prepare and serve non-alcoholic beverages
- Responsible service of alcohol
- Follow safe hygiene practice
- Follow safety and security procedures

Students will participate in café style preparation and service throughout the semester learning the skills to organise work stations, collect money and market products. Students will attend William Angliss Coffee Academy and learn how to make the perfect espresso coffee and dine at a range of Melbourne food venues.

Elective 4: Recreation and Leisure
Students will attain selected units from the nationally accredited Certificate II in Community Recreation from the Australian Institute of Education and Training. Students will learn skills and knowledge to be use when planning and organising sport and recreation activities. Students will participate in a range of organised sport and recreation activities which may include yoga, bushwalking and surfing. Students will learn of to cater for clients from a range of disabilities and participate in a Wheelchair Basketball event. A highlight of the program will be organising a major athletics carnival.
Elective 5: Creative Industries

Students will attain selected units from the nationally accredited Certificate II in Creative Industries from the Australian Institute of Education and Training. Students will develop knowledge of employment pathways in the area of the creative arts. The elective will include excursions to behind the scenes venues in the arts industries and provide the opportunity for students to develop an artistic project such as a short film, visual art portfolio or assist with the construction of props for the College production. Students will work as a team to produce a creative piece for the community.

Students in VCAL select:

- 2 Work Related Skills (WRS) Electives
- Automatic enrolment in VCAL Core unless selecting VCE English or VCE General Maths
- VET
- SWL

*Please Note: If your child is enrolled in a trade based VET such as Building, Furnishings or Electrical it is HIGHLY RECOMMENDED that they select VCE General Maths in Year 11.*
Structured Workplace Learning

Rationale
The Work Related Skills Strand is to develop employability skills, knowledge and attitudes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways.

Work related skills include skills that reflect the Major Key Competencies. These competencies are:
- Collecting, analysing and organising information
- Communicating ideas and information
- Planning and organizing activities
- Working with others and in teams
- Using mathematical ideas and techniques
- Solving problems
- Using technology

Structure:
The Work Related Skills units are designed at three levels – Foundation, Intermediate and Senior.

Unit 1:
This unit is designed to achieve learning outcomes important for occupation health and safety, employability skills and the development of career goals.

Unit 2:
This unit is designed to achieve learning outcomes important for work related skills, employability skills and career goals.

More Information
For greater detail and specific outcomes visit:

Entry
There are no prerequisites for entry to VCAL units.

Assessment
Satisfactory Completion
Demonstrated achievement on each outcome specified.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of competency based achievement.
Accounting

Rationale
Accounting is the process of recording, reporting, analysing and interpreting financial data and information which is then communicated to internal and external users of the information. It plays an integral role in the successful operation and management of a small business.

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology (ICT) methods.

Many students will go on to further studies in business and finance, and other students will go on to become small business owners. The study of Accounting will enable them to develop their financial knowledge and skills.

<table>
<thead>
<tr>
<th>Unit 1: Establishing and Operating a Service Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2: Accounting for a Trading Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3: Recording and Reporting for a Trading Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Satisfactory Completion</td>
</tr>
<tr>
<td>Demonstrated achievement on each outcome specified.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 1 and 2</td>
</tr>
<tr>
<td>Individual school decision on levels of achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-assessed coursework and a mid-year an end-of-year examination.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-assessed coursework 25 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-assessed coursework 25 %</td>
</tr>
<tr>
<td>End-of-year examination 50 %</td>
</tr>
</tbody>
</table>

More Information
For greater detail and specific outcomes visit:

Biology

Rationale

Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, and their environment and the challenges of survival. All living things have many structural and functional characteristics in common, which can be used to classify and group organisms.

Modern biology draws on biochemistry, neuroscience, genetics, evolutionary biology, behavioural science, and cell and molecular biology. It connects with physics, chemistry, earth and space sciences in exploring the nature of past and present life, and the possibility of life forms beyond our planet.

Students develop knowledge of bioscience and skills of science inquiry and the values and attributes that will help them to consider issues and implications associated with the application of biological techniques and technologies.

<table>
<thead>
<tr>
<th>Unit 1: Unity and Diversity</th>
<th>Unit 3: Signatures of Life</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit students study the activities of cells and their structure and function at light and electron microscope levels.</td>
<td>In this unit students investigate the significant role of proteins in cell functioning. They explore how technological advances have provided improved knowledge and understanding of the roles proteins play in cell functions.</td>
<td>There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2: Organisms and their Environment</th>
<th>Unit 4: Continuity and Change</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit students study environmental factors common to all habitats and investigate structural and physiological adaptations of organisms to particular ecological niches.</td>
<td>In this unit students focus on molecular genetics and investigate individual units of inheritance and the genomes of individuals and species. A study of asexually reproducing and sexually reproducing organisms is included.</td>
<td>Demonstrated achievement on each outcome specified.</td>
</tr>
</tbody>
</table>

More Information

For greater detail and specific outcomes visit:


Levels of Achievement

Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3
TBA

Unit 4
TBA
# Business Management

**Rationale**

In contemporary Australian society, there is a wide variety of business organisations in terms of size, ownership, objectives, resources and location. These organisations are managed by people who establish systems and processes to achieve a range of objectives.

VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations.

The study recognises that there is a range of management theories. In each unit students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with management in practice.

## Unit 1:
**Small Business Management**

Small rather than large businesses make up the vast majority of all businesses in the Australian economy. This unit provides students with the opportunity to explore the operations of a small business and its likelihood of success.

## Unit 2:
**Communication and Management**

This unit focuses on the importance of effective communication in achieving business objectives. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts.

## Unit 3:
**Corporate Management**

In this unit students investigate how large-scale organisations operate. They develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

## Unit 4:
**Managing People and Change**

This unit commences with a focus on the human resource management function. It then progresses to the analysis of the management of change. Students learn about key change processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

### More Information


## Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

## Assessment

**Satisfactory Completion**

Demonstrated achievement on each outcome specified.

**Levels of Achievement**

**Units 1 and 2**

Individual school decision on levels of achievement.

**Units 3 and 4**

School-assessed coursework and an end-of-year examination.

**Unit 3**

School-assessed coursework 25%  
End-of-year examination 50%
Chemistry

Rationale
Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. Although there are no sharp boundaries between sciences such as chemistry, physics and biology, chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers.

The development of modern society has been intimately linked with the successful integration of chemical knowledge into new technologies. This continues with emerging fields such as biotechnology and nanotechnology.

There are many unanswered questions in science, and many unexplained phenomena such as the language of the brain and the evolution of climate. Over time, chemistry will play a key role in answering some of these questions as well as providing a sustainable environment for the future.

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Big Ideas of Chemistry</strong></td>
<td><strong>Chemical Pathways</strong></td>
<td><strong>There are no prerequisites for entry to Units 1, 2 and 3.</strong></td>
</tr>
<tr>
<td>Students use the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments. Students study the models for metallic, ionic and covalent bonding.</td>
<td>In this unit students investigate the scope of techniques available to the analytical chemist. Students investigate organic reaction pathways and the chemistry of particular organic molecules.</td>
<td>Students must undertake Unit 3 prior to undertaking Unit 4.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environmental Chemistry</strong></td>
<td><strong>Chemistry at Work</strong></td>
<td><strong>Satisfactory Completion</strong></td>
</tr>
<tr>
<td>Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Students are introduced to new, cleaner and more efficient chemical processes that have been designed using green chemistry principles.</td>
<td>In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Students investigate how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy resource.</td>
<td>Demonstrated achievement on each outcome specified.</td>
</tr>
</tbody>
</table>

**More Information**
For greater detail and specific outcomes visit:

**Levels of Achievement**
**Units 1 and 2**
Individual school decision on levels of achievement.

**Units 3 and 4**
School-assessed coursework and an end-of-year examination.

**Unit 3**
TBA

**Unit 4**
TBA
English

Rationale
The English language is central to the way in which students understand, critique and appreciate their world, and to the ways in which they participate socially, economically and culturally in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of the key knowledge and skills described in this study design underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the twenty-first century.

Teachers have the opportunity to select texts which will reflect the needs and interests of their students. The study of texts focuses on creating and analysing texts, understanding and interpreting texts, and moving beyond interpretation to reflection and critical analysis.

Unit 1:
The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

Unit 2:
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

Unit 3:
The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

Unit 4:
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion
Demonstrated achievement on each outcome specified.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3
School-assessed coursework 25 %

Unit 4
School-assessed coursework 25% End-of-year examination 50%

More Information
**Foundation Mathematics**

**Rationale**
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effecting use of mathematical ideas, techniques and processes.

<table>
<thead>
<tr>
<th><strong>Unit 1 &amp; 2</strong></th>
<th><strong>Entry</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects, including VET studies, and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year.</td>
<td>There are no prerequisites for entry to Foundation Mathematics Units 1 and 2.</td>
</tr>
<tr>
<td>Provision of this course is intended to complement General Mathematics and Mathematical Methods. It is specifically designed for those students who are not provided for in these two courses. Students completing this course would need to undertake further mathematical study in order to attempt Further Mathematics Units 3 and 4.</td>
<td></td>
</tr>
</tbody>
</table>

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Students are encouraged to use appropriate technology in all areas of their study.

These units will be especially useful for students undertaking VET studies.

The areas of study for Units 1 and 2 of Foundation Mathematics are ‘Space, shape and design’, ‘Patterns and number’, ‘Handling data’ and ‘Measurement’.

At the end of Unit 1, students will be expected to have covered material equivalent to two areas of study. All areas of study will be completed over the two units. Unit 2 can be used to complement Unit 1 in development of the course material.

<table>
<thead>
<tr>
<th><strong>Entry</strong></th>
<th><strong>Assessment</strong></th>
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<tbody>
<tr>
<td></td>
<td>Satisfactory Completion</td>
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<tr>
<td></td>
<td>Demonstrated achievement on each outcome specified.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Levels of Achievement</strong></th>
<th><strong>More Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 1 and 2</td>
<td>For greater detail and specific outcomes visit: <a href="http://www.vcaa.vic.edu.au/vce/studies/mathematics/foundation/foundmathindex.html">www.vcaa.vic.edu.au/vce/studies/mathematics/foundation/foundmathindex.html</a></td>
</tr>
</tbody>
</table>

Further Mathematics

Rationale
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

<table>
<thead>
<tr>
<th>Unit 3 &amp; 4 Areas of Study</th>
<th>There are two areas of study:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Data analysis – core material.</td>
</tr>
<tr>
<td></td>
<td>2. Applications module material:</td>
</tr>
<tr>
<td></td>
<td>Module 1: Number patterns</td>
</tr>
<tr>
<td></td>
<td>Module 2: Geometry and trigonometry</td>
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<tr>
<td></td>
<td>Module 3: Graphs and relations</td>
</tr>
<tr>
<td></td>
<td>Module 4: Business-related mathematics</td>
</tr>
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<td></td>
<td>Module 5: Networks and decision mathematics</td>
</tr>
<tr>
<td></td>
<td>Module 6: Matrices</td>
</tr>
</tbody>
</table>

Entry
The assumed knowledge and skills for Further Mathematics Units 3 and 4 are drawn from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods Computer Algebra System (CAS) Units 1 and 2 will also have had access to knowledge and skills to undertake Further Mathematics.

Assessment
Satisfactory Completion
Demonstrated achievement on each outcome specified.

Levels of Achievement
Units 3 and 4
Unit 3 School-assessed coursework 20%
Unit 4 School-assessed coursework 14%
Units 3 and 4 examination 1 33%
Units 3 and 4 examination 2 33%

More Information
General Mathematics

Rationale
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

General Mathematics provides courses of study for a broad range of students and may be implemented in a number of ways. Some students will not study Mathematics beyond Units 1 and 2, while others will intend to study Further Mathematics Units 3 and 4. Others will also be studying Mathematics Methods Computer Algebra System (CAS) Units 1 and 2 and intend to study Mathematical Methods (CAS) Units 3 and 4 and, in some cases, Specialist Mathematics Units 3 and 4 as well.

<table>
<thead>
<tr>
<th>Unit 1 &amp; 2</th>
<th>Material from areas of study which provide a suitable background for these studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Areas of Study</strong></td>
<td>Selected material from an area of study provide a clear progression in key knowledge and key skills from Unit 1 to Unit 2.</td>
</tr>
<tr>
<td>The areas of study are ‘Arithmetic’, ‘Data analysis and simulation’, ‘Algebra’, ‘Graphs of linear and non-linear relations’, ‘Decision and business mathematics’ and ‘Geometry and trigonometry’.</td>
<td>The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the course.</td>
</tr>
<tr>
<td>Units 1 and 2 are to be constructed to suit the range of students entering the study by selecting material from the six areas of study using the following rules:</td>
<td>This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems, statistical analysis systems, and computer algebra systems.</td>
</tr>
<tr>
<td>For each unit, material covers four or more topics selected from at least three different areas of study;</td>
<td>Entry</td>
</tr>
<tr>
<td>Courses intended to provide preparation for study at the Units 3 and 4 level should include selection of:</td>
<td>There are no prerequisites for entry to General Mathematics Units 1 and 2.</td>
</tr>
</tbody>
</table>

Assessment

Satisfactory Completion
Demonstrated achievement on each outcome specified.

Levels of Achievement

Units 1 and 2
Individual school decision on levels of achievement.

More Information
For greater detail and specific outcomes visit:
Geography

Rationale

Geography is the study of where geographical features are located and why they are there, and what makes one place different from another, and how and why these differences matter. It looks at the interaction between human activities and natural processes, and develops understanding of the distribution of human and natural phenomena on or near the surface of the Earth from a spatial perspective.

The purpose of this study is to develop in students an ability to see meaning in the arrangement of natural and human phenomena in space; to see and understand the interrelationships between people, places and environments; and to use geographic skills and apply spatial perspectives to describe and interpret patterns on the surface of the Earth and the processes that created them.

This study investigates a diversity of themes, environments and places at different scales (local, regional, national, international and global) and in different contexts, particularly in Australia. It explores the patterns and processes of physical geography and their interaction with aspects of human geography. Geographers use a number of spatial concepts as tools to help them to investigate, interpret and explain these patterns. The spatial concepts provide a unique conceptual structure and framework of ideas for geographic investigations of phenomena.

<table>
<thead>
<tr>
<th>Unit 1: Natural Environments</th>
<th>Unit 3: Regional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth’s surface. It investigates how the interactions between natural processes and human activities can also change natural environments.</td>
<td>This unit investigates the characteristics of resources and the concept of region. A resource is anything which occurs naturally or is created by humans provided that people use it to satisfy a need or want.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2: Human Environments</th>
<th>Unit 4: Global Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments.</td>
<td>This unit investigates the geographic characteristics of global phenomena and responses to them.</td>
</tr>
</tbody>
</table>

More Information

For greater detail and specific outcomes visit:


Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement on each outcome specified.

Levels of Achievement

Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3
School-assessed coursework 25 %

Unit 4
School-assessed coursework 25%
End-of-year examination 50%
# Health and Human Development

## Rationale

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work. This social view of health recognises the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that are supportive of health and development, an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health.

## Unit 1:
The Health and Development of Australia’s Youth

In this unit students are introduced to the concepts of health and individual human development. In this unit students identify issues that impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

## Unit 2:
Individual Human Development and Health Issues

The study of health is constantly changing with many emerging issues that have impacts on Australia’s health and development. This unit focuses on the lifespan stages of childhood and adulthood.

## Unit 3:
Australia’s Health

 Australians generally enjoy good health and are among the healthiest people in the world when compared to other developed countries. The health status of Australians can be measured in many ways. Both government and non-government organisations play an important role in the implementation of a range of initiatives designed to promote health in Australia.

## Unit 4:
Global Health and Human Development

This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives.

## Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

## Assessment

### Satisfactory Completion

Demonstrated achievement on each outcome specified.

### Levels of Achievement

**Units 1 and 2**

Individual school decision on levels of achievement.

**Units 3 and 4**

School-assessed coursework and an end-of-year examination.

### Unit 3

School-assessed coursework 25%

### Unit 4

School-assessed coursework 25%

End-of-year examination 50%

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### More Information

For greater detail and specific outcomes visit:

History

Rationale

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

The study builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It seeks to extend students’ cultural, economic, social and political understanding while developing analytical skills and using imagination.

The study of history draws links between contemporary society and its history, in terms of its social and political institutions, and language. An understanding of the link between accounts of the past, and the values and interests of the time in which the accounts were produced, is also a feature of the study of history.

Unit 1:
Twentieth Century History
1900–1945
The first half of the twentieth century was marked by significant change. In this unit students consider the way that societies responded to these changes and how they affected people’s lives.

Unit 2:
Twentieth Century History
1945–2000
This unit considers some of the major themes and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

Unit 3 & 4:
Revolutions
Revolutions in history have been reconsidered and debated by historians. The study of a revolution should consider differing perspectives and the reasons why different groups have made different judgments of the history of the revolution.

In developing a course, teachers should select two of the following revolutions; one for Unit 3 and one for Unit 4:
• The American Revolution
• The French Revolution
• The Russian Revolution
• The Chinese Revolution

More Information
For greater detail and specific outcomes visit: www.vcaa.vic.edu.au/vce/studies/history/histstudy.html

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion
Demonstrated achievement on each outcome specified.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3
School-assessed coursework 25 %

Unit 4
School-assessed coursework 25%
End-of-year examination 50%
### Rationale

VCE Information Technology focuses on the processing of data and the management of information and information systems.

The rapid pace of development in information and communications technology (ICT) is having a major influence on many aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, education, entertainment and society.

While it is important that students extend their use of ICT as a learning and personal tool, the study of VCE Information Technology encompasses information systems and how people interact with information technology to create structured information and to connect with others to exchange information. It encompasses the theoretical foundations of computation and techniques for writing programs and developing solutions. It also focuses on how the needs of individuals, organisations, communities and society are met through the combination of ICT and meaningful information.

### Unit 1:
#### IT in Action
This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives.

### Unit 2:
#### IT Pathways
This 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.

### Unit 3 & 4:
#### IT Applications
The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. Students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information.

#### Unit 3 & 4:
#### Software Development
Unit 3 focuses on programming as a strategy for solving problems for specific users in a networked environment. This unit focuses on how the information needs of individuals, organisations and society are met through the creation of purpose-designed solutions in a networked environment.

### Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

### Assessment

#### Satisfactory Completion
Demonstrated achievement on each outcome specified.

#### Levels of Achievement

**Units 1 and 2**
Individual school decision on levels of achievement.

**Units 3 and 4**
School-assessed coursework and an end-of-year examination.

**Unit 3**
School-assessed coursework 25%

**Unit 4**
School-assessed coursework 25%
End-of-year examination 50%

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**More Information**
Legal Studies

Rationale

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society.

Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students are encouraged to question these systems and develop informed judgments about their effectiveness, as well as consider reforms to the law and the legal system.

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Law In Action</td>
<td>Law Making</td>
<td>There are no prerequisites for entry to Units 1, 2 and 3.</td>
</tr>
<tr>
<td>Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime.</td>
<td>In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes.</td>
<td>Students must undertake Unit 3 prior to undertaking Unit 4.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues In Civil Law</td>
<td>Resolution and Justice</td>
<td>Satisfactory Completion on each outcome specified.</td>
</tr>
<tr>
<td>Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals.</td>
<td>Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation.</td>
<td>Demonstrated achievement on each outcome specified.</td>
</tr>
</tbody>
</table>

Levels of Achievement

- **Units 1 and 2**
  - Individual school decision on levels of achievement.
- **Units 3 and 4**
  - School-assessed coursework and an end-of-year examination.

**More Information**

For greater detail and specific outcomes visit:


**Unit 3**

School-assessed coursework 25%

**Unit 4**

School-assessed coursework 25%
End-of-year examination 50%
**Literature**

**Rationale**

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.

The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students’ analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
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</thead>
<tbody>
<tr>
<td>This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text.</td>
<td>The focus of this unit is on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The focus of this unit is on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text.</td>
<td>This unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work.</td>
</tr>
</tbody>
</table>

**More Information**

For greater detail and specific outcomes visit:


**Entry**

There are no prerequisites for entry to Units 1, 2 and 3.

Students must undertake Unit 3 prior to undertaking Unit 4.

**Assessment**

**Satisfactory Completion**

Demonstrated achievement on each outcome specified.

**Levels of Achievement**

**Units 1 and 2**

Individual school decision on levels of achievement.

**Units 3 and 4**

School-assessed coursework and an end-of-year examination.

**Unit 3**

School-assessed coursework 25%

**Unit 4**

School-assessed coursework 25%

End-of-year examination 50%
## Mathematical Methods (CAS)

### Rationale
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

### Unit 1:
The areas of study for Unit 1 are ‘Functions and graphs’, ‘Algebra’, ‘Rates of change and calculus’ and ‘Probability’. At the end of Unit 1, students will be expected to have covered the material outlined in each area of study, with the exception of ‘Algebra’ which should be seen as extending across Units 1 and 2.

### Unit 2:
The areas of study for Unit 2 are ‘Functions and graphs’, ‘Algebra’, ‘Rates of change and calculus’, and ‘Probability’. At the end of Unit 2, students will be expected to have covered the material outlined in each area of study. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable.

### Unit 3:
In Unit 3, a study of Mathematical Methods would typically include a selection of content from the areas of study ‘Functions and graphs’, ‘Algebra’ and applications of derivatives and differentiation to identifying and analysing key features of the functions described in these areas of study and their graphs.

### Unit 4:
In Unit 4, this selection would typically consist of remaining content from the areas of study: ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and the study of random variables and discrete and continuous probability distributions and their application.

### Entry
There are no prerequisites for entry to Mathematical Methods Units 1 and 2. However, students attempting are expected to have a sound background in number, algebra, function, and probability. Some additional preparatory work will be advisable for any student who is undertaking Unit 2 without completing Unit 1. Students must undertake Unit 3 prior to undertaking Unit 4.

### Assessment

#### Satisfactory Completion
Demonstrated achievement on each outcome specified.

#### Levels of Achievement

**Units 1 and 2**
Individual school decision on levels of achievement.

**Units 3 and 4**
Unit 3 School-assessed coursework 20%
Unit 4 School-assessed coursework 14%
Units 3 and 4 examination 1 22%
Units 3 and 4 examination 2 44%

### More Information
VCE: Victorian Certificate of Education

**Media**

**Rationale**

VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students consider media texts, technologies and processes from various perspectives, including an analysis of structure and features. They examine industry production and distribution context, audience reception and the media's contribution to and impact on society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

VCE Media supports students to develop and refine their analytical, critical, creative thinking and expression. Students strengthen their communication skills and technical knowledge. This study is relevant for students who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study provides knowledge and skills in creative thinking, planning, analysis, creative expression and communication valuable for participation in and contribution towards contemporary society.

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**Unit 1:**

**Representation and Technologies of Representation**

In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society.

**Unit 2:**

**Media Production and the Media Industry**

In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role.

**Unit 3:**

**Narrative and Media Production Design**

In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts.

**Unit 4:**

**Media: Process, Influence and Society’s Values**

In this unit students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media.

**More Information**

For greater detail and specific outcomes visit: www.vcaa.vic.edu.au/vce/studies/media/mediaindex.html

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**Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

**Assessment**

**Satisfactory Completion**

Demonstrated achievement on each outcome specified.

**Levels of Achievement**

**Units 1 and 2**

Individual school decision on levels of achievement.

**Units 3 and 4**

School-assessed Coursework, a School-assessed Task and an end-of-year examination.

**Unit 3**

School-assessed coursework 8%

**Unit 4**

School-assessed coursework 12%

**Unit 3 & 4**

School-assessed Task 35%

End-of-year examination 45%
Outdoor and Environmental Studies

Rationale

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing, enables informed understanding of human relationships with nature. Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs.

For many, outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate differing impacts and can cause pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments.

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

<table>
<thead>
<tr>
<th>Unit 1: Understanding Outdoor Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2: Discovering Outdoor Environments</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3: Relationships with Natural Environments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The focus of this unit is the ecological, historical and social context of relationships between humans and natural environments in Australia.</td>
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</table>

<table>
<thead>
<tr>
<th>Unit 4: Sustainable Outdoor Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.</td>
</tr>
</tbody>
</table>

More Information
For greater detail and specific outcomes visit:

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion
Demonstrated achievement on each outcome specified.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3
School-assessed coursework 25 %
Unit 4
School-assessed coursework 25% End-of-year examination 50%
Physical Education

Rationale
VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people.

The study enables the integration of theoretical knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation.

<table>
<thead>
<tr>
<th>Unit 1: Bodies in Motion</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity.</td>
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</table>

<table>
<thead>
<tr>
<th>Unit 2: Sports Coaching and Physically Active Lifestyles</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Unit 3: Physical Activity Participation and Physiological Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4: Enhancing Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis.</td>
</tr>
</tbody>
</table>

More Information
For greater detail and specific outcomes visit: www.vcaa.vic.edu.au/vce/studies/physicaledu/phyeduindex.html

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion
Demonstrated achievement on each outcome specified.

Levels of Achievement
Unit 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
School-assessed coursework and an end-of-year examination.

<table>
<thead>
<tr>
<th>Unit 3</th>
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<tbody>
<tr>
<td>School-assessed coursework 25 %</td>
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<table>
<thead>
<tr>
<th>Unit 4</th>
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<tbody>
<tr>
<td>School-assessed coursework 25% End-of-year examination 50%</td>
</tr>
</tbody>
</table>
Physics

Rationale
Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe.

Scientifically literate physics students demonstrate interest in and understanding of the Universe, engage in debates about the nature of evidence, theories and models, and appreciate the value of physics in society. They can describe and use theories and models, propose and investigate hypotheses, collect data, analyse the limitations of that data, draw conclusions, make recommendations, and select and use a range of appropriate technologies and mathematical techniques.

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit focuses on Physics as a human endeavour. Observations and ideas about the physical world related to aspects of energy are organised and explained through the use of conceptual models. The detailed studies provide opportunities to explore the application of energy concepts and models in nuclear energy, sustainable energy sources, flight, space and medical contexts.</td>
<td>This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced.</td>
<td>There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional reading as prescribed by their teacher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
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<tbody>
<tr>
<td>This unit focuses on the application of models to more complex phenomena – motion and light – developed within contexts that are familiar to students and relevant to their experiences. Newtonian ideas of motion are extended to include a range of movements and more abstract ideas, while the wave and particle models of light provide a framework for exploring light phenomena in real world applications.</td>
<td>This unit focuses on the development and limitations of models in explaining physical phenomena. A field model of electromagnetism is applied to the generation of electricity, and the development of models that explain the complex interactions of light and matter are considered.</td>
<td></td>
</tr>
</tbody>
</table>

**More Information**
For greater detail and specific outcomes visit:

Psychology

Rationale
Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.

The science of psychology has produced rapid expansion in knowledge, particularly in the fields of neuroscience and cognition. This growth has been fuelled by the emergence of new interdisciplinary approaches, advances in imaging technologies and a broader public interest in applications of psychology. As a result, new ethical frameworks have been required for neuroscientific and psychological research, clinical practice and commercial applications.

<table>
<thead>
<tr>
<th>Unit 1: Introduction to Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Unit 2: Self and Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person’s attitudes and behaviours affect the way they view themselves and affect their relationship with others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure, and responses to group behaviour.</td>
</tr>
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<table>
<thead>
<tr>
<th>Unit 3:</th>
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<tbody>
<tr>
<td>This unit focuses on the brain and the nervous system as a whole structure and investigates their role in affecting human behaviour. Brain research methods are examined and different approaches of psychology are integrated in a study of visual perception and states of consciousness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit students study cognitive psychological methods through the concepts of memory and learning. The concept of behaviour is understood in terms of mental processing of information.</td>
</tr>
</tbody>
</table>

More Information
For greater detail and specific outcomes visit:

Entry
There are no prerequisites for entry to Units 1, 2 and 3.
Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion
Demonstrated achievement on each outcome specified.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
School-assessed coursework and end-of-year examination.

Percentage contributions to the study score in this subject are as follows:

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4</td>
<td>TBA</td>
</tr>
</tbody>
</table>
**Studio Arts**

**Rationale**
The creative nature of visual art provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. The exhibition of visual art offers an insight into the diverse interpretations of life and its experience by artists. Engagement with visual art facilitates creative thinking and the development of new ideas, it also supports connection and exchange within communities and beyond.

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of artmaking. The study establishes effective art practices through the application of an individual design process to assist the student’s production of a folio of artworks.

<table>
<thead>
<tr>
<th>Unit 1: Artistic Inspiration and Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through artmaking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2: Design Exploration and Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3: Studio Production and Professional Art Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4: Studio Production and Art Industry Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks.</td>
</tr>
</tbody>
</table>

**More Information**
For greater detail and specific outcomes visit:

**Entry**
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

**Assessment**

**Satisfactory Completion**
Demonstrated achievement on each outcome specified.

**Levels of Achievement**

**Units 1 and 2**
Individual school decision on levels of achievement.

**Units 3 and 4**
School-assessed tasks and an end-of-year examination.

<table>
<thead>
<tr>
<th>Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-assessed task 33 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-assessed task 33%</td>
</tr>
<tr>
<td>End-of-year examination 34%</td>
</tr>
</tbody>
</table>
Visual Communication and Design

Rationale
This study is intended to assist students in the understanding, production and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication, which includes an understanding of, and application of, drawing and drawing conventions, design elements, principles and design process in visual communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

Unit 1: Visual Communication
The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students also experiment and explore the application of design elements and principles in the preparation of solutions to suit specific purposes.

Unit 2: Communication in Context
The main purpose of this unit is to enable students to develop practical skills by generating images and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually are also explored through the analysis of the work of others.

Unit 3: Visual Communication Practices
The main purpose of this unit is to enable students to produce visual communications through the application of the design process to satisfy specific communication needs. Students also study the production of visual communications in a professional setting, and evaluate examples of visual communications.

Unit 4: Designing to a Brief
The main purpose of this unit is to enable students to prepare one brief that defines the need or needs of a client. Students apply the design process to produce developmental work and two final presentations based on the brief.

More Information
For greater detail and specific outcomes visit:


Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Unit 1 & 2 HIGHLY recommended

Assessment
Satisfactory Completion
Demonstrated achievement on each outcome specified.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3
School-assessed coursework 33 %

Unit 4
School-assessed coursework 33 %
End-of-year examination 34%
Certificate II in Automotive
Chisholm Institute of TAFE (Monterey)

Rationale
The VCE VET Automotive program is a work ready pre-employment course designed to meet the needs of full-time or part-time students wishing to pursue a career in the automotive industry through an apprenticeship or higher education. The learning outcomes of the Certificate II in Automotive Studies (Prevocational) enable an individual with this qualification to:

- Demonstrate basic operational knowledge in a moderate range of automotive technologies
- Apply a defined range of skills appropriate to entry to the automotive industry
- Apply known solutions to a limited range of predictable problems associated with an understanding of basic automotive technologies
- Perform a range of tasks where choice between a limited range of options is required
- Assess and record information from varied sources
- Take limited responsibility for own outputs in work and learning.

Year 1:
Units of Competence
- Apply safe work practices
- Carry out industry research
- Use and maintain workplace tools and equipment
- Participate in basic vehicle servicing operations
- Remove and replace suspension, front springs
- Remove and refit batteries
- Recharge batteries
- Dismantle and assemble four stroke multi

Year 2:
Units of Competence
- Job seeking
- Remove and replace clutch assembly
- Dismantle and assemble transmission, manual
- Remove and replace wheel and tyre assemblies
- Operate electrical test equipment
- Construct basic electronic circuits

Entry
There are no prerequisites for entry to first year.
However Year 1 must be completed before Year 2. The Unit 3 and 4 sequence is not designed as a stand-alone study.

Assessment
VCE/VET programs function within the AQTF, so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

Levels of Achievement
Year 1
Competency-Based Assessment

Year 2
Competency-Based Assessment
Certificate III in Beauty Services  
Australian Institute of Education and Training

Rationale

Certificate III in Beauty Services has been designed to develop the skills and knowledge of students who wish to be employed as a beauty practitioner in a salon with limited supervision, ensuring a safe working environment, providing treatments, including lash and brow treatments, and temporary epilating.

The multi-faceted Australian beauty industry continues to enjoy strong growth. Career opportunities range from day spas to beauty salons, wellness centres, resorts, retail, film, stage, television and advertising.

Certificate III in Beauty Year 1 core units include participating in occupational health and safety processes, knowledge of skin biology, lash and brow treatments, manicure and pedicure services and advising clients. Year 2 core units include working in a retail environment, as well as applying makeup and temporary epilating treatments.

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>Year 2:</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply the principles of skin biology to beauty treatments</td>
<td>Conduct financial transactions</td>
<td>There are no prerequisites for entry to first year, however, Year 1 must be completed before Year 2.</td>
</tr>
<tr>
<td>Research and apply beauty industry information</td>
<td>Sell products and service</td>
<td>The Unit 3 &amp; 4 sequence is not designed as a stand-alone study.</td>
</tr>
<tr>
<td>Provide service to clients</td>
<td>Perform waxing treatments</td>
<td>Assessment</td>
</tr>
<tr>
<td>Organise and maintain work areas</td>
<td>Design and apply make-up</td>
<td>VCE/VET programs function within the AQTF so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.</td>
</tr>
<tr>
<td>Communicate in the workplace</td>
<td>Operate retail technology</td>
<td>Levels of Achievement</td>
</tr>
<tr>
<td>Work effectively in a retail environment</td>
<td>Perform stock control procedures</td>
<td>Year 1</td>
</tr>
<tr>
<td>Apply safe working practices</td>
<td>Merchandise products</td>
<td>Competency-based assessment</td>
</tr>
<tr>
<td>Advise on beauty services</td>
<td>Apply ultraviolet gel nail enhancement</td>
<td>Year 2</td>
</tr>
<tr>
<td>Provide lash and brow treatments</td>
<td>Provide facial treatments</td>
<td>Competency-based assessment</td>
</tr>
<tr>
<td>Work in a nail services framework</td>
<td></td>
<td>Block Credit available</td>
</tr>
<tr>
<td>Provide manicure and pedicure services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Certificate II in Building & Construction
Chisholm Institute of TAFE (Monterey)

Rationale
The VCE VET Building and Construction program provides partial completion of the 21844VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decoration – Pre-Apprenticeship). Additional training is required to complete the pre-apprenticeship. The training undertaken may lead to a career path within the Building and Construction industry.

Trade qualifications are available in General Construction: Painting and Decorating, Bricklaying/Blocklaying or Carpentry – Framework/Formwork/Finishing.

The aims of the VCE VET Building and Construction program are to:

- Provide participants with the knowledge and skills to achieve modules that will enhance their employment prospects in the construction industry
- Enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

<table>
<thead>
<tr>
<th>Year 1: Units of Competence</th>
<th>Year 2: Units of Competence</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace safety and industry induction</td>
<td>Introduction to demolition</td>
<td>There are no prerequisites for entry to first year.</td>
</tr>
<tr>
<td>Work safely in the construction industry</td>
<td>Basic setting out</td>
<td>However Year 1 must be completed before Year 2. The Unit 3 and 4 sequence is not designed as a stand-alone study.</td>
</tr>
<tr>
<td>Workplace procedures for environmental sustainability</td>
<td>Sub floor framing</td>
<td></td>
</tr>
<tr>
<td>Basic first aid</td>
<td>Wall framing</td>
<td></td>
</tr>
<tr>
<td>Levelling</td>
<td>Roof framing</td>
<td></td>
</tr>
<tr>
<td>Safe handling and use of plant and power tools</td>
<td>External cladding</td>
<td></td>
</tr>
<tr>
<td>Workplace documents and plans</td>
<td>Introduction to demolition</td>
<td></td>
</tr>
<tr>
<td>Building structures</td>
<td>Basic setting out</td>
<td></td>
</tr>
<tr>
<td>Calculations for the building industry</td>
<td>Sub floor framing</td>
<td></td>
</tr>
<tr>
<td>Quality principles for the building industry</td>
<td>Wall framing</td>
<td></td>
</tr>
<tr>
<td>Work safely in the construction industry</td>
<td>Carpentry hand tools</td>
<td></td>
</tr>
<tr>
<td>Introduction to scaffolding</td>
<td>Installation of window and door frames</td>
<td></td>
</tr>
</tbody>
</table>

Assessment
VCE/VET programs function within the AQTF, so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

Levels of Achievement

**Year 1**
Competency-Based Assessment

**Year 2**
Competency-Based Assessment
Certificate III in Children’s Services
Australian Institute of Education and Training

Rationale
This course has national accreditation, which allows graduates the opportunity to apply for work throughout Australia. The Certificate qualifies students to work in pre-schools, long day care, occasional care, family care or as a nanny.

Students are required to complete 120 hours of work experience to meet the requirements of the certificate.

1 Year Duration:
- Provide experiences to support children’s play and learning
- Develop understanding of children’s interests and developmental needs
- Work effectively in the leisure and health industry
- Undertake community sector work within own community
- Advocate for clients
- Operate under a casework framework
- Contribute to OHS processes
- Apply first aid
- Ensure the health and safety of children
- Support the development of children
- Work within a relevant legal and ethical framework
- Identify and respond to children and young people at risk
- Interact effectively with children
- Provide care for children
- Contribute to provision of nutritionally balanced food in a safe and hygienic manner
- Provide care for babies

Entry
There are no prerequisites for entry to first year.

Assessment
VCE/VET programs function within the AQTF so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

Levels of Achievement
Year 1
Block Credit available
Certificate III in Fitness  
Australian Institute of Education and Training

Rationale
The Certificate III in Fitness is an entry-level qualification aimed to facilitate the development of the knowledge and skills in the Fitness industry. It will include the skills to identify clients’ general fitness requirements, provide a basic screening form to clients, and advise clients on fitness facilities and services in preparation for writing a fitness program.

Students will learn to develop basic fitness programs for fitness industry clients, provide the basic applied exercise science required for fitness instructors and provide basic nutritional information and advice to fitness industry clients.

Students will develop skills to educate clients on the application of basic anatomy and physiology of the major systems of the human body and understand the functional significance of these structures in relation to movement and exercise who have no dietary or nutritional concerns. Students will be trained to maintain equipment commonly used in the fitness industry, and operate it to manufacturer’s specifications and instruct and supervise individual clients in fitness using basic fitness industry equipment.

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>Year 2:</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow occupational health and safety policies</td>
<td>Apply anatomy and physiology principles in a fitness context</td>
<td>There are no prerequisites for entry.</td>
</tr>
<tr>
<td>Undertake risk analysis of activities</td>
<td>Provide healthy eating information to clients in accordance with recommended guidelines</td>
<td>Assessment</td>
</tr>
<tr>
<td>Work effectively in sport and recreation environments</td>
<td>Provide quality service in the fitness industry</td>
<td>VCE/VET programs function within the AQTF so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.</td>
</tr>
<tr>
<td>Apply first aid</td>
<td>Undertake client health assessment</td>
<td>Students will receive the Certificate III in Fitness from the Australian Institute of Education and Training.</td>
</tr>
<tr>
<td>Maintain sport and recreation equipment for activities</td>
<td>Instruct and monitor fitness programs</td>
<td>Levels of Achievement</td>
</tr>
<tr>
<td>Provide fitness orientation and health screening</td>
<td>Interact effectively with children</td>
<td>Year 1</td>
</tr>
<tr>
<td>Develop and apply an awareness of specific populations to exercise delivery</td>
<td>Plan and deliver exercise to apparently healthy children and adolescents</td>
<td>Competency-based assessment</td>
</tr>
<tr>
<td>Plan and deliver gym programs</td>
<td></td>
<td>Year 2</td>
</tr>
</tbody>
</table>

Block Credit available
**Certificate II in Furnishing (Cabinet Making)**  
Chisholm Institute of TAFE

**Rationale**
The VCE/VET Furniture Making program covers a wide range of work areas within the furnishing industry, particularly cabinet making of all types. The Certificate II in Furniture Making provides a pathway into a furnishing apprenticeship. This program will provide you with a high degree of skills and knowledge of timber and other furnishing materials and an ability to read plans while working on a range of projects.

The VCE/VET Units 1 and 2 core units of competence include safe working policies and practices, constructing a basic timber furnishing product and an optional industry placement. Elective units include first aid, selecting and applying hardware and setting up, operating and maintaining drilling machines.

The VCE VET Units 3 and 4 sequence incorporates core units such as assembling furnishing components, using hand and power tools and following plans to assemble production furniture.

<table>
<thead>
<tr>
<th>Year 1: Units 1 &amp; 2</th>
<th>Year 2: Units 3 &amp; 4</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Units of Competence</strong></td>
<td><strong>Units of Competence</strong></td>
<td>There are no prerequisites for entry, however, Year 1 must be completed before Year 2.</td>
</tr>
<tr>
<td>Provide basic emergency life support</td>
<td>Construct furniture using leg and rail method</td>
<td>The Unit 3 &amp; 4 sequence is not designed as a stand-alone study.</td>
</tr>
<tr>
<td>Communicate in the workplace</td>
<td>Prepare cutting list from plans and job specifications</td>
<td></td>
</tr>
<tr>
<td>Work in a team</td>
<td>Read and interpret work documents</td>
<td></td>
</tr>
<tr>
<td>Work safely</td>
<td>Assemble furnishing components</td>
<td></td>
</tr>
<tr>
<td>Prepare surfaces for finishing</td>
<td>Participate in environmental work practices</td>
<td></td>
</tr>
<tr>
<td>Make measurements</td>
<td>Use furniture making hand and power tools</td>
<td></td>
</tr>
<tr>
<td>Apply quality standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Join solid timber</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construct a basic timber furnishing product</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand make timber joints</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Entry**
There are no prerequisites for entry, however, Year 1 must be completed before Year 2.

The Unit 3 & 4 sequence is not designed as a stand-alone study.

**Assessment**
VCE/VET programs function within the AQTF so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

**Levels of Achievement**

**Year 1**
Competency-based assessment

**Year 2**
Competency-based assessment

And/or Study Score available
Certificate II in Hairdressing
Australian Institute of Education and Training

Rationale

The Certificate II in Hairdressing has been designed as a qualification for those persons providing general assistance in a hairdressing salon.

Functions at this level include performing a limited range of hairdressing tasks, interacting with customers and providing customer service, following workplace safety procedures, demonstrating effective hairdressing environment work practices, providing assistance to colleagues and developing hairdressing industry knowledge.

Year 1:
Units of Competence

- Participate in environmentally sustainable work practices
- Perform shampoo and basin services
- Greet and prepare clients for salon services
- Dry hair to shape
- Maintain and organise tools, equipment and work areas
- Apply salon safety procedures
- Communicate in the workplace
- Work effectively in a retail environment
- Conduct financial transactions
- Perform head, neck and shoulder massage
- Apply hair braiding techniques
- Recommend hair, beauty and cosmetic products and services
- Sell products and services

Entry

There are no prerequisites for entry to Certificate II in Hairdressing. It is strongly advised that Certificate II is completed before attempting Certificate III in Hairdressing.

Assessment

VCE/VET programs function within the AQTF so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

Levels of Achievement

Year 1

Competency-based assessment

Year 2

Competency-based assessment

And/or Block Credit available
Certificate III in Hairdressing (partial completion)
Australian Institute of Education and Training

Rationale
The second year of Hairdressing delivered at Carrum Downs Secondary College includes 180 hours of Certificate III in Hairdressing. Functions at this level include applying skills and knowledge to sell products and services, ensuring a safe working environment and performing a full range consultation and advice, hair scalp treatments, hair design, colour and lightening, and chemical reformation services on male and/or female clients.

The Certificate III in Hairdressing is recognised as the standard entry level qualification for the hairdressing industry.

<table>
<thead>
<tr>
<th>Year 2: Units of Competence</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide service to clients</td>
<td>There are no prerequisites for entry to Certificate III in Hairdressing. It is strongly advised that Certificate II is completed before attempting Certificate III in Hairdressing.</td>
</tr>
<tr>
<td>Colour and lighten hair</td>
<td></td>
</tr>
<tr>
<td>Design and perform full and partial highlighting techniques</td>
<td></td>
</tr>
<tr>
<td>Neutralise unwanted colours and tones</td>
<td></td>
</tr>
<tr>
<td>Apply the principles of hairdressing science</td>
<td></td>
</tr>
<tr>
<td>Identify and treat hair and scalp conditions</td>
<td></td>
</tr>
</tbody>
</table>

Assessment
VCE/VET programs function within the AQTF so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

Levels of Achievement
Year 1
Competency-based assessment

Year 2
Competency-based assessment
And/or Block Credit available
### Certificate II in Hospitality
Chisholm Institute of TAFE

#### Rationale
The VCE/VET Hospitality program is designed to provide students with training and skill development for the achievement of competence in food and beverage service and/or commercial cookery. The program will also provide access to a range of potential career paths within the hospitality industry. Certificate II in Hospitality (Kitchen Operations), VCE/VET Units 1 and 2 core units of competence include health, safety and security procedures, workplace hygiene, working with colleagues and customers, basic methods of cookery, receiving and sorting kitchen supplies, and presenting food.

The VCE/VET Units 3 and 4 sequence incorporates core units including preparing, cooking and serving food for service, and specific preparation of appetisers, salads, stocks, sauces, soups and desserts.

The VCE/VET Hospitality may provide employment opportunities in a variety of roles such as catering assistant, kitchen hand, cook’s assistant or short order cook.

---

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>Year 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Units of Competence</td>
<td>Units of Competence</td>
</tr>
<tr>
<td>Organise and prepare food</td>
<td>Prepare, cook and serve food for food service</td>
</tr>
<tr>
<td>Present food</td>
<td>Prepare appetisers and salads</td>
</tr>
<tr>
<td>Receive and store kitchen supplies</td>
<td>Prepare stocks, sauces and soups</td>
</tr>
<tr>
<td>Clean and maintain kitchen premises</td>
<td>Prepare vegetables, fruit, eggs and farinaceous dishes</td>
</tr>
<tr>
<td>Use basic methods of cookery</td>
<td>Prepare hot and cold desserts</td>
</tr>
<tr>
<td>Develop and update hospitality industry knowledge</td>
<td>Select, prepare and cook poultry</td>
</tr>
<tr>
<td>Work with colleagues and customers</td>
<td>Entry</td>
</tr>
<tr>
<td>Work in a socially diverse environment</td>
<td>There are no prerequisites for entry to first year, however, Year 1 must be completed before Year 2.</td>
</tr>
<tr>
<td>Follow health, safety and security procedures</td>
<td>The Unit 3 &amp; 4 sequence is not designed as a stand-alone study.</td>
</tr>
<tr>
<td>Follow workplace hygiene procedures</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td>VCE/VET programs function within the AQTF so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.</td>
</tr>
</tbody>
</table>

#### Levels of Achievement

**Year 1**
Competency-based assessment

**Year 2**
Competency-based assessment

And/or Study Score available
Certificate III in Multimedia
Australian Institute of Education and Training

Rationale

The VCE/VET Interactive Digital Media program, Certificate III in Multimedia, provides students with the knowledge and skills that will enhance their employment prospects within the media industry. Certificate III in Multimedia Units 1 and 2 core units include participating in occupational health and safety processes, producing and preparing photo images, working effectively in the screen and media industries. Units will include creating 3D digital models, preparing audio assets, following a design process and producing drawings to represent and communicate the concept.

The VCE/VET Units 3 and 4 sequence incorporates core units in preparing video assets, exploring and applying the creative design process to 2D forms, creating visual design component and authoring interactive sequence.

The Certificate III in Multimedia can provide pathways into job roles such as community radio or television production assistant, editing assistant and interactive media author assistant.

<table>
<thead>
<tr>
<th>Year 1: Units 1 &amp; 2</th>
<th>Year 2: Units 3 &amp; 4</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Units of Competence</strong></td>
<td><strong>Units of Competence</strong></td>
<td><strong>Entry</strong></td>
</tr>
<tr>
<td>Develop and extend critical and creative thinking skills</td>
<td>Create 2D Digital Animations</td>
<td>There are no prerequisites for entry to first year, however, Year 1 must be completed before Year 2.</td>
</tr>
<tr>
<td>Work effectively in the screen and media industries</td>
<td>Write content for a range of media</td>
<td>The Unit 3 &amp; 4 sequence is not designed as a stand-alone study.</td>
</tr>
<tr>
<td>Follow occupational health and safety procedure</td>
<td>Explore and apply the creative design process to 2D forms</td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>Produce and prepare photo images</td>
<td>Author interactive sequences</td>
<td>VCE/VET programs function within the AQTF so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.</td>
</tr>
<tr>
<td>Prepare audio assets</td>
<td>Prepare video assets</td>
<td><strong>Levels of Achievement</strong></td>
</tr>
<tr>
<td>Maintain interactive content</td>
<td>Create visual design components</td>
<td><strong>Year 1</strong> Competency-based assessment</td>
</tr>
<tr>
<td>Follow a design process</td>
<td></td>
<td><strong>Year 2</strong> Competency-based assessment</td>
</tr>
</tbody>
</table>

And/or Study Score
Terms and Definitions

Assessment at Unit 3 and 4 Level
Each study has three graded assessments over Units 3 and 4, either two school assessments and one examination or one school assessment and two examinations. Your results for each graded assessment will be reported as a grade from A+ to E or UG (ungraded – unsatisfactory). The two kinds of school assessment are School Assessed Coursework (SACs) and School Assessed Tasks (SATs).

Australian Tertiary Admission Rank (ATAR)
This is the overall ranking on a scale of 0 – 100 that you receive upon successful completion of the VCE, based on your study scores. The ATAR is used by universities and TAFEs to select students for their courses.

Authentication
The process of ensuring that work submitted by students for assessment is their own.

English (Second Language) (ESL)
Students from a non-English speaking background are eligible to study ESL – a modified English course – at Units 3 and 4. A student is eligible for enrolment in ESL if he or she has been a resident in Australia or New Zealand for no more than seven years, and English has been the student’s major language of instruction for no more than seven years.

External Examinations
External examinations are set and marked by the VCAA for all Unit 3 and 4 level subjects. These exams are held in November. There are also performance examinations in subjects such as Music Craft, Drama and LOTE.

General Achievement Test (GAT)
The GAT is a test that measures your knowledge and skills in three areas of study, namely: written communication; mathematics, science and technology; and humanities, arts and social sciences.

The GAT is a three hour exam undertaken by all students studying any subject at Units 3 and 4. It does not count towards your VCE graduation, but your GAT results are reported to you with your Statement of Results.

The GAT scores are used as a basis for:

- contributing to statistical moderation of school assessed coursework
- reviewing school assessments in school assessed tasks
- checking the accuracy of exam marking

Languages Other Than English (LOTE)
The VCAA provides courses in a range of different languages. This includes Japanese. Arrangements can be made through the Victorian School of Languages to study many different languages as a Distance Education course.

Learning Outcomes
Learning outcomes describe the knowledge and skills you should have by the time you have completed a unit. Each unit has between two and four outcomes. Your teacher will set assessment tasks to decide whether you have achieved the learning outcomes and hence satisfactorily completed a unit.
Managed Individual Pathways (MIPS)

MIPS are a State Government initiative to assist students with pathway options which will lead on to employment or further education and training. It includes tracking former students regarding their employment and further education after leaving school.

Registered Training Organisation (RTO)

An institution which has been accredited to deliver specified training programs - such as VET courses.

Scaling of VCE Subjects

Scaling ensures that a study score in one subject is equivalent to the same study score in other subjects. For the process of calculating the ATAR, some study scores will be scaled up and some will be scaled down.

School Assessed Coursework (SACs)

Coursework assessment is the graded assessment of work done mainly in class time to establish how you are performing in Units 3 and 4. This work is in the form of assessment tasks specified in the Study Design. Coursework assessment is often referred to as School Assessed Coursework or a SAC. Assessment at Units 1 and 2 is also described as SACs.

School Assessed Task (SATs)

Some VCE studies (i.e. Art, Studio Arts, Visual Communication and Design, Food and Technology, Design and Technology, Systems and Technology) have school assessed tasks (SATs). These will be used in studies where products and models are assessed. Like coursework assessment, a school assessed task establishes how you are performing in Units 3 and 4. A school assessed task is set and graded by your teachers according to Victorian Curriculum and Assessment Authority (VCAA) assessment criteria.

Semester

One half of an academic year. Each VCE Unit and each year 10 elective lasts for one semester or two terms.

Sequence

Unit 3 and 4 studies are designed to be taken as a sequence, normally during Year 12. Unit 1 and 2 studies do not need to be studied as a sequence.

Special Provision

Special consideration may be given to a student who is significantly affected by illness, personal environment or disability during the completion of SACs, SATs, exams or the GAT. This may take the form of extra time allowed to complete a task or modification of a task. The granting of Special Provision is determined by the Sub School Leader and subject teacher with provision of appropriate documentation.

Statement of Results

A set of documents which record the results you attained in the VCE.

Study Design

Each VCE Study (subject) has a booklet specifying the content for the study and how student work is to be assessed. VCE classes are taught according to guidelines in the study design.

Study Score

The final marks given by the VCAA for each of the 3 graded assessments will be used to calculate your study score. This is a score from zero to 50 which shows how you performed in a Unit 3/4 level study, relative to all other students doing that study. It is based on your results for school assessments and examinations.
Unit of Work
Every subject is subdivided into units, each lasting half a year (one semester). Students will normally study 10 units while in Year 11 and 10 units while in Year 12.

Victorian Certificate of Education (VCE)
The VCE is a certificate gained upon graduating from secondary schools in Victoria. It allows you access into University and TAFE courses by providing an ATAR score. It is achieved through SACs and exams.

Victorian Certificate of Applied Learning (VCAL)
VCAL is designed to sit alongside the VCE and is based on applied learning. It provides an accredited program of studies in four compulsory strands:

- Literacy and numeracy
- Work-related skills
- Industry-specific skills
- Personal development

VCAL develops and extends pathways for students from school to VCE, further education, training and work.

Victorian Curriculum and Assessment Authority (VCAA)
VCAA is the organisation responsible for VCE and VCAL curriculum and assessment.

Victorian Tertiary Admissions Centre (VTAC)
VTAC is the organisation responsible for tertiary selection. You will receive information about VTAC during your senior years.

Vocational Education and Training (VET)
This is a career-oriented course taken at the same time as the VCE/VCAL. Depending upon which course is studied, it may be completed at CDSC or at a TAFE Institute.
Year 11 into Year 12 Timeline

Week 1 – Monday 15 July
Year 11 Assembly – Course Selection Forms distributed

Week 4 – Tuesday 6 August
Course Selection Day & Forms Due

Week 6 – Friday 23 August
Subject Selections for 2013 finalised
Week 1 – Monday 15 July
Begin Course Counselling conversations in Pastoral Care

Week 2 – Wednesday 24 July
Senior Information Night Course
Handbooks distributed

Week 4 – Tuesday 6 August
Extended Pastoral Care

Week 5 – Monday 12 August
Course Selection Forms due to SSL

Week 7 – Wednesday 26 August
Course Confirmation Day