

2019

SENIOR COURSE GUIDE



Carrum Downs
Secondary College

Carrum Downs Secondary College
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Useful websites:

www.carrumdownssccareers.com

<http://cdsc.vic.edu.au/>

INTRODUCTION

It is the goal of Carrum Downs Secondary College that all students have a successful pathway to university, TAFE or full time employment. It is essential that students transitioning to the senior years plan carefully and make informed decisions that enable them to fulfil both academic and personal goals.

The best advice is to choose studies:

- which the student enjoys
- in which the student is likely to achieve success
- that the student may need for future study (prerequisites) or work
- which maintain and develop the student's special skills and talents

CDSC is committed to supporting you and your child as they commence the next stage of their career journey. Throughout the year, students have engaged in careers focused assemblies, the Exploring Options Expo, the Year 10 Monash Experience Day and numerous learning activities conducted during Pastoral Care that have prepared them to consider options for 2019. The pinnacle of this process is to select specific Year 11 pathways and subjects, with the support of course counselling interviews.

IMPORTANT DATES

EVENT	DATE
Parent Information Session	Wednesday 27 th June
Receive Edval Code and Selections Open	Wednesday 27 th June
Course Selection Interviews (Bookings through Compass essential)	Tuesday 24 th July 12.00pm – 8.00pm Thursday 26 th July 12.00pm – 8.00pm
Edval Subject selection closes	Friday 27 th July
Course Confirmation	Term 3- Week 10
Elective Charge Payments Due	Friday 23 rd November

BRING YOUR OWN DEVICE (BYOD)

The vision for Carrum Downs Secondary College is one in which all students can utilise and are provided with the necessary ICT tools to be successful learners within the 21st century. The use of technology to support student learning needs to be multi-faceted, flexible and adaptive in approach, and the various devices utilised should enable students to have continual access to relevant information and knowledge whenever required, and perform a variety of other functions necessary to support their learning.

All students across the college are **strongly encouraged** to engage in our Bring Your Own Device (BYOD) program, whereby students can bring their own netbook device to the college, allowing them constant access to our college wireless network, internet, Office 365 software and printing. The program, which began implementation in 2018, will be an opt in program for 2019 and compulsory for all students in 2020 and beyond.

There are many benefits to learning for students who bring their own device;

- Access at all times to our Compass portal through which students can access learning resources, become up to date with daily organisational changes, submit work and liaise with teachers.
- Access to learning software such as digital textbook and Edrolo (Yr 12 only).
- Capacity to bring the resources and information from the internet into their learning environment at any time.
- Easy transfer of school work between school and home.
- Opportunities to collaborate in their learning using ICT resources through an ever developing list of platforms including (but not limited to) Google Docs, Padlet, Kahoot just to name a few.
- Greater independence in managing their own learning and better preparedness for either further study or work.

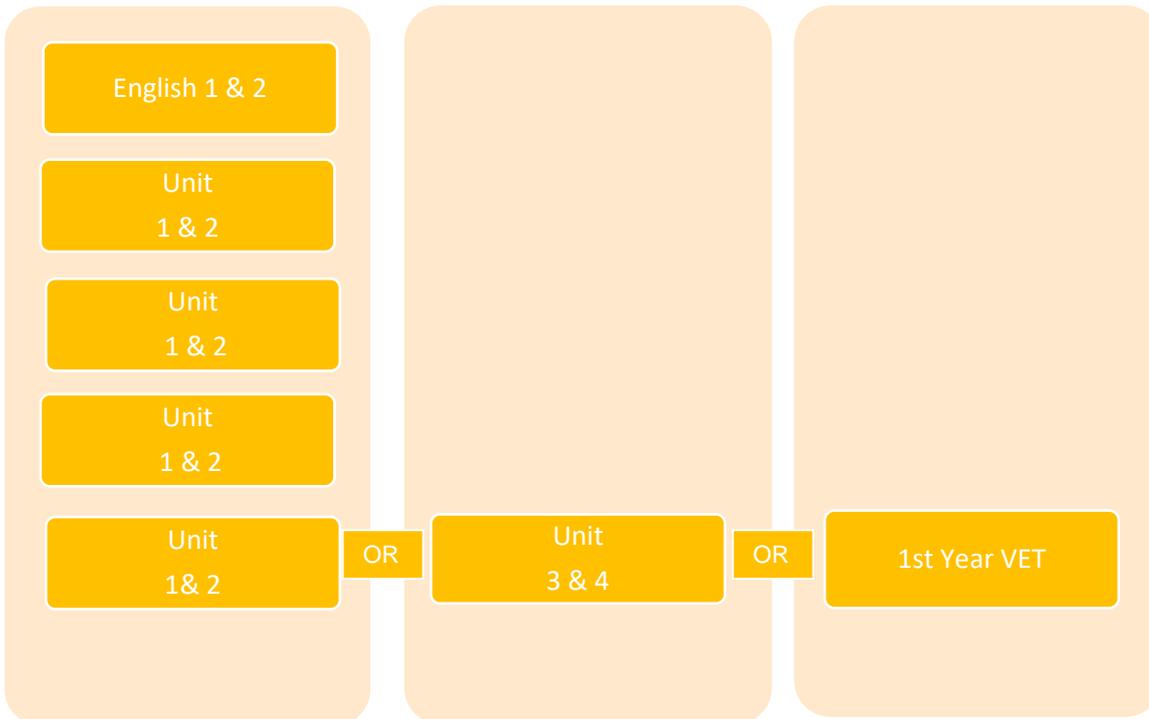
To access the BYOD program, students must return the parent consent form and bring their netbook to the school IT office where they will receive connection credentials and instructions.

If you are yet to purchase a BYOD, please consider the following options:

- Purchase a device outright from a retail provider
- Purchase a second-hand device
- Lease a device from your current telco provider (or alternative leasing company)
- Formally applying for assistance for an “extended loan device” (by appointment with the Parent Payment Contact Officer/ Business Manager)

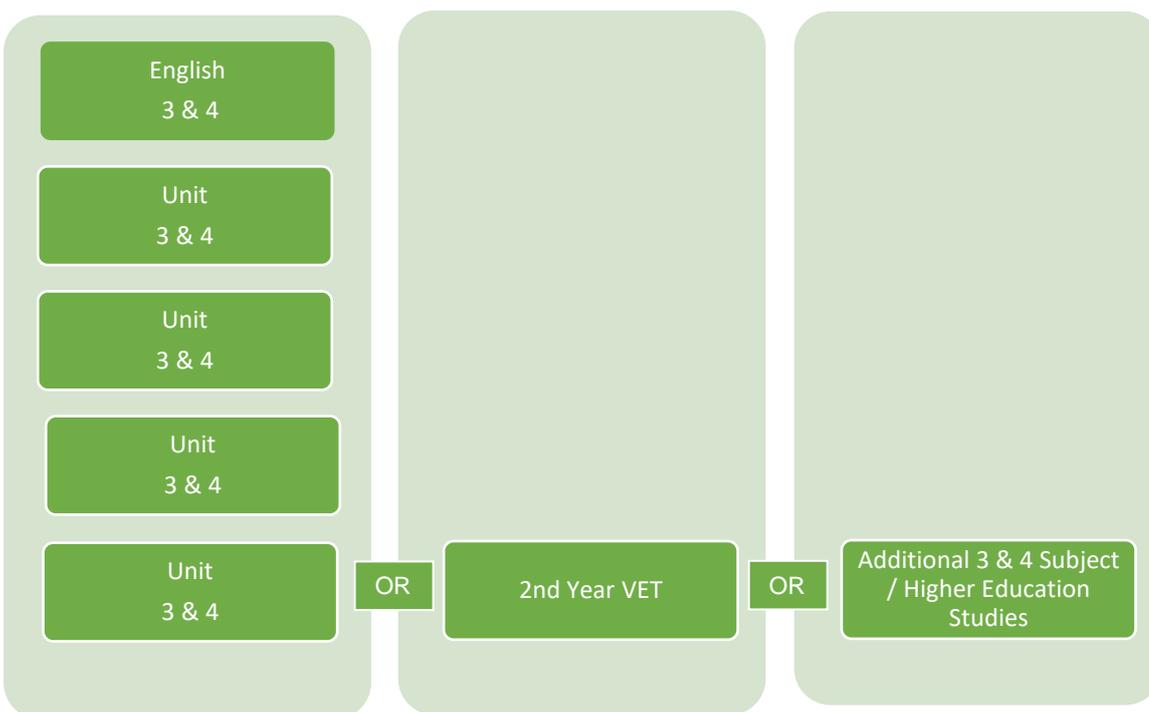
Further information is available from our front office or the IT office.

Year 11 VCE Subjects



Students selecting Unit 3 & 4 must have studied Unit 1 & 2 of the same subject in Year 10.

Year 12 VCE Subjects



Higher Education Study is for students who have received specific course counselling for this.

To gain an ATAR you must complete both Units 3 and 4 of an English or EAL sequence.

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:

- Four units of English (one per semester)
- Five units per semester in VCE year 1 (Year 11).
- 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 INCLUDING a Unit 3-4 sequence:
English / English as an Additional Language (EAL) Units 1 – 4, Literature Units 1 - 4
- At least three sequences of Unit 3–4 studies other than English, which may include any number of English sequences once the English requirement has been met

At Carrum Downs Secondary College this means:

In Year 11 students select:

English plus 4 other studies (Units 1 & 2)

In Year 12 students select:

English plus 4 other studies (Units 3 & 4)

Students who have completed an accelerated Unit 1 & 2 study in Year 10

Year 11 – English plus 3 Unit 1 & 2 subjects, Accelerated Unit 3 & 4

Year 12 – English plus 3 Units 3 & 4

Plus either an additional Unit 3 & 4 subject or university extension subject

Students are strongly encouraged to plan their three year program in advance.

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.

For more information on VCE Studies and Resources go to <http://www.vcaa.vic.edu.au/vce/studies/index.html>

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

- 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 2019.

GAT

The General Achievement Test (GAT) is a test of general knowledge and skills in writing, mathematics, science and technology, humanities, the arts and social sciences. All students undertaking Units 3 & 4 sequences will be required to complete the GAT.

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 the VICTER 2019 your ATAR is developed from an aggregate produced by adding:

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

A copy of the pamphlet, [The ABC of Scaling](http://www.vtac.edu.au/pdf/publications/abcscaling.pdf) is available at <http://www.vtac.edu.au/pdf/publications/abcscaling.pdf>

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>

Students will receive details about assessment and the calculation of the ATAR in the VCE Guide distributed early in 2019. The following is to assist you with aspects concerning choice of studies:

Units 1 & 2

VCAA Assessment

S – Satisfactory

N - Not Satisfactory

Units 3 & 4

VCAA Assessment

S – Satisfactory

N - Not Satisfactory

Component assessment for examinations, coursework and tasks on a letter grade scale of A+, A, B+, B, C+, C, D+, D, E+, E, UG

Study score for each Units 3 & 4 sequence on a 0 - 50 scale giving a State distribution ranking of student performance (mean 30, standard deviation 7)

Overall

Victorian Tertiary Admissions Centre (VTAC) Assessment

ATAR on a 0 - 99.95 scale giving calculated percentile ranking in the relevant National age cohort.

Information on scaling may be viewed at www.vtac.edu.au

Other Publications:

VTAC Choice: VCE Studies and the ATAR and ABC of Scaling – available at www.vtac.edu.au/publications

VICTER 2019 (current Year 11) and VICTER 2021 (current Year 10) – available at www.vtac.edu.au/publications

Notes on Calculation of the Australian Tertiary Admissions Rank (ATAR)

- The ranking of each student for the purpose of tertiary selection is determined by his/her ATAR Aggregate.
- Before adding study scores to form aggregates, the ranking study scores are adjusted (scaled) to reflect strength of competition in each subject. This ensures rankings across studies can be fairly compared and combined.

The rankings are then represented as percentile rankings, adjusted to reflect State participation in the VCE and called the ATAR.

Year 11 VCAL Program

VCAL Literacy

VCE Foundation Maths

Work Related Skills (WRS)

Personal Development Skills (PDS)

Structured Workplace Learning

VET / SBAT

Year 12 VCAL Program

VCAL Literacy

VCAL Numeracy

Work Related Skills (WRS)

Personal Development Skills (PDS)

Structured Workplace Learning

VET / SBAT

VCAA requirements for graduation

In order to meet the graduation requirements for the VCAL a student must complete at least 10 units each year.

Regardless of how many units are undertaken, a student must complete the following at the relevant certificate level:

- 1 unit of Reading & Writing
- 1 unit of Numeracy
- 1 unit of Work Related Skills (WRS)
- 1 unit of Personal Development Skills (PDS)
- 1 unit of Industry Specific Skills (VET)

Intermediate (Year 11)

This is usually undertaken by students in Years 11 or in some circumstances, Year 12:

- 3 days at school each week
- 1 day of work placement each week (on the job training)
- 1 day at a VET Course/SBAT each week (Certificate II Level Course)

Senior (Year 12)

Can be undertaken by students in Year 12:

- 3 days at school each week
- 1 day of work placement each week (on the job training)
- 1 day at a VET Course/SBAT each week (Certificate II Level or higher)

Students wanting to study at university immediately after completing their Year 12 year are advised to undertake a VCE program. However, students can articulate from some TAFE programs to University degree programs if they meet the eligibility criteria.

Whilst a VCAL certificate is achievable after one year of study (unlike the VCE certificate), students are encouraged to view the program as a two-year program with the intention of completing two levels. Each level takes approximately one year to complete.

Structured workplace learning is on the job training during which a student is expected to master a set of skills or competencies, related to a course accredited by the Victorian Qualifications Authority (VQA). These courses are generally Vocational Education and Training (VET) programs undertaken by Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) students.

The Victorian Curriculum and Assessment Authority has determined that structured workplace learning is an appropriate component of VET undertaken by VCE and VCAL students.

Principles of quality structured workplace learning

Quality structured workplace learning is integrated into a program, that:

- operates within a framework which provides the opportunity for all students to access it, though not all students may choose to do so, and;
- operates within the context of vocational courses which are recognised by industry, are responsive to industry needs, and forms part of a student's exit credential.

Quality workplace learning is structured, in that it:

- has a clearly articulated and documented purpose
- has clearly identified and documented learning outcomes for students within accredited programs which are linked to post-school qualifications
- is of sufficient duration and depth to enable students to acquire a reasonable understanding of the enterprise/industry to demonstrate competence according to industry standards of at least Level I of the AQF
- matches students' skills and interests with the structured workplace learning, and
- thoroughly prepares students, teachers and employers beforehand so that the expectations and outcomes of the structured workplace learning are clearly understood by all parties.

Quality structured workplace learning is monitored, in that:

- the learning is coordinated by personnel with appropriate expertise and adequate resources, and
- support should be made available to students and employers throughout the course of the structured workplace learning.

Quality structured workplace learning is regulated, to ensure that:

- students are protected from moral and physical danger
- students work in a non-discriminatory and harassment free environment
- students receive appropriate training and instruction in occupational health and safety
- students are not being exploited by being continuously engaged in a production or service capacity, or used to substitute for the employment of employees and payment of appropriate wages, and
- students are required to understand the roles and responsibilities of employees in the workplace and are expected to follow the directions of the workplace supervisors and the other employees.

Quality structured workplace learning is assessed, so that:

- students competencies achieved in the workplace are measured against industry standards, and contribute to the overall assessment of the program, and there are mechanisms for the recording and reporting of students' competencies.

VET is industry-developed vocational education, approved by the Victorian Registration & Qualifications Authority (VRQA) and accredited in the VCAL & VCE by the Victorian Curriculum and Assessment Authority (VCAA). VET studies lead to nationally recognised qualifications and allow students the opportunity to gain dual qualifications: VCE from the VCAA and a nationally portable VET Certificate from a Registered Training Organisation (RTO).

Contribution to VCE

VET programs are fully recognised and packaged into the Units 1 & 2 and Units 3 & 4 structure of the VCE and, therefore, will contribute towards satisfactory completion of the VCE.

VET Certificates have equal status with other VCE studies.

Students must complete a VET Units 1 & 2 sequence before undertaking a VET Units 3 & 4 sequence and this usually requires two years of study.

Students can gain an industry-recognised qualification and make a more informed choice about vocational and career paths. VET studies provide knowledge and skills to achieve units of competency to enhance employment prospects in a broad range of business and industry settings.

Contribution to VCAL

90 nominal hour's worth of completed UoC/Ms from a Certificate I qualification (regardless of the AQF level of the individual UoC/Ms) will provide one credit towards a Foundation or Intermediate VCAL program.

90 nominal hour's worth of completed UoC/Ms from a Certificate II qualification or higher (regardless of the AQF level of the individual UoC/Ms) will provide one credit towards a Foundation, Intermediate or Senior VCAL program.

Contribution to ATAR

VTAC may award VCE students who receive a Units 3 and 4 sequence through block credit recognition a fifth or sixth study increment (10% of the average of the primary four scaled studies) towards their ATAR. This is subject to VTAC rules regarding the calculation of the ATAR.

Please note: Units 3 & 4 sequences achieved through block credit recognition can only be used in the calculation of an ATAR if there are fewer than six Units 3 & 4 sequences from VCE studies or VCE VET programs available. If there are six or more Units 3 & 4 sequences from VCE studies or VCE VET programs available, a Units 3 & 4 sequence derived from block credit recognition cannot be used.

VET Options

Available on compass in 2018 VET Handbook (2019 updated online version will be available early next term).

What are Higher Education studies?

The Higher Education Studies Program gives you a head start at university by completing two undergraduate units during the final year of your **VCE**. Equip yourself with the skills and knowledge to transform your future. All courses count toward the completion of your VCE, towards your future studies at universities and boost your ATAR! There are two types of study on offer through this program – Extension and Advanced Standing.

An Extension study is a first-year Higher Education study that is:

- equivalent in content and assessment in every respect to one or more of current first-year Higher Education studies and constitutes at least 20 per cent of a full-time first-year university course
- of a level for a high-achieving student and therefore is a clear advance on an identified VCE Unit 3 and 4 study and commensurate in workload with an additional VCE study
- of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline.

An Advanced Standing study is a first-year Higher Education study that is:

- equivalent in content and assessment in every respect to one or more of current first-year Higher Education studies and constitutes at least 20 per cent of a full-time first-year course
- is comprised of curriculum not available in any current VCE studies and therefore is not linked to any current VCE Unit 3 and 4 study
- of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline.

Why do a Higher Education study?

Involvement in the Higher Education Program offers students access to a range of potential benefits, including:

- Academic challenge in a broader range of studies
- Credit towards an undergraduate qualification at the institution where the study was satisfactorily completed
- Contribution towards satisfactory completion for the award of the VCE as a Unit 3–4 sequence without a study score
- Contribution to the calculation of the ATAR via an increment for a fifth or sixth study.

Note: Only one Higher Education Study may contribute towards satisfactory completion for the award of the VCE.

Who can do a Higher Education study?

Higher Education studies are designed for independent, high achieving VCE students. Schools wishing to join the program should discuss their participation directly with the Higher Education institution concerned. Schools also have the responsibility of counselling students regarding the prerequisite requirements for each Higher Education study.

Schools recommend students for participation in the program. The principal of the school will certify that selected students meet the guidelines provided by the Higher Education institutions, which may include specific tests.

Where students have completed the VCE preparatory study and/or any other prerequisite requirement of the Higher Education study in a previous year, they are required to have an active enrolment and satisfactorily complete at least one Units 3 and 4 sequence towards the VCE, **in the same year in which they enrol in the Higher Education study.**

Higher Education Studies and completing the VCE

A Higher Education study may contribute towards satisfactory completion for the award of the VCE as an unscored Unit 3 and 4 sequence. Students who successfully complete a Higher Education study have the title of the study, the year of enrolment and the Higher Education institution name reported on their VCE Statement of Results.

ATAR increment

VTAC advises that where a student successfully completes a Higher Education study, and where applicable co-requisite or prerequisite conditions were met, and subject to the restricted combinations outlined in Victorian Tertiary Entrance Requirements (VICTER), the study can contribute to the student's ATAR as a fifth or sixth study via an increment.

Schools should note that if a student undertakes two Higher Education studies VTAC will count only one study towards the increment.

Where students withdraw from or fail to satisfactorily complete the VCE preparatory study either as a prerequisite or concurrently, which is a requirement of the Higher Education study, they will not be eligible for a Higher Education study increment in their ATAR calculation regardless of their performance in the Higher Education study.

For more information please follow the following link:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/studiesextension.aspx#H3N100C7>

Domain	Year 11	Year 12
English/ LOTE	<ul style="list-style-type: none"> • VCE English 1 & 2 <u>OR</u> • VCE English as an Additional Language (EAL) 1 & 2 • VCE Literature 1/2 • VCE Spanish 1/2 	<ul style="list-style-type: none"> • VCE English 3 & 4 <u>OR</u> • VCE English as an Additional Language EAL 3 & 4 • VCE Literature 3/4 • VCE Japanese 3/4 • VCE Spanish 3/4
Maths	<ul style="list-style-type: none"> • VCE General Mathematics 1/2 • VCE Mathematical Methods 1/2 • VCE Specialist Mathematics 1/2 	<ul style="list-style-type: none"> • VCE Further Mathematics 3/4 • VCE Mathematical Methods 3/4 • VCE Specialist Mathematics 3/4
Humanities	<ul style="list-style-type: none"> • VCE Aust. & Global Politics 1/2 • VCE Geography 1/2 • VCE History 1/2 • VCE Legal Studies 1/2 • VCE Legal Studies 3/4 • VCE Accounting 1/2 • VCE Business Management 1/2 • VCE Economics 1/2 	<ul style="list-style-type: none"> • VCE Aust. & Global Politics 3/4 • VCE Geography 3/4 • VCE History 3/4 • VCE Legal Studies 3/4 • VCE Accounting 3/4 • VCE Business Management 3/4 • VCE Economics 3/4
Science	<ul style="list-style-type: none"> • VCE Biology 1/2 • VCE Biology 3/4 • VCE Chemistry 1/2 • VCE Physics 1/2 • VCE Psychology 1/2 • VCE Psychology 3/4 	<ul style="list-style-type: none"> • VCE Biology 3/4 • VCE Chemistry 3/4 • VCE Physics 3/4 • VCE Psychology 3/4
Health & Physical Education	<ul style="list-style-type: none"> • VCE Health & Human Development 1/2 • VCE Physical Education 1/2 • VCE Outdoor & Environmental Studies 1/2 	<ul style="list-style-type: none"> • VCE Health & Human Development 3/4 • VCE Physical Education 3/4 • VCE Outdoor & Environmental Studies 3/4
Arts	<ul style="list-style-type: none"> • VCE Drama 1/2 • VCE Media 1/2 • VCE Music 1/2 • VCE Studio Arts 1/2 • VCE Visual Communication Design 1/2 	<ul style="list-style-type: none"> • VCE Drama 3/4 • VCE Media 3/4 • VCE Music 3/4 • VCE Studio Arts 3/4 • VCE Visual Communication Design 3/4
Technology	<ul style="list-style-type: none"> • VCE Computing 1/2 • VCE Food Studies 1/2 • VCE Product Design & Technology 1/2 • VCE VET Kitchen Operations 1/2 	<ul style="list-style-type: none"> • VCE Computing 3/4 • VCE Food Studies 3/4 • VCE Product Design & Technology 3/4 • VCE VET Kitchen Operations 3/4

Rationale

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Unit 1 – Reading and creating text / Analysing and presenting argument

Unit 2 – Reading and comparing text / Analysing and presenting argument

Unit 3 – Reading and creating text / Analysing argument

Unit 4 – Reading and comparing text / Presenting argument

Entry Requirements –

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 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/english/englishealunits1and2.aspx>

<http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx>

Rationale

Rationale VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

Unit 1 – Approaches to literature

Unit 2 – Contexts and connections

Unit 3 – Form and Transformation

Unit 4 – Interpreting texts

Entry Requirements –

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 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/literature/literatureunits1and2.aspx>

<http://www.vcaa.vic.edu.au/Pages/vce/studies/literature/literatureindex.aspx>

Rationale

As the satisfactory completion of an English study is a compulsory requirement for achieving the VCE, students who are unfamiliar with the English language because they are from non-English-speaking backgrounds or who are hearing impaired may have access to EAL status through an application process.

For Units 1 and 2, provision for English as an Additional Language (EAL) students is a matter for school decision. For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL which is as follows – “on the first day of the academic year, the student must not have been a resident in Australia or New Zealand or other predominantly English-speaking country for more than seven years. The period of seven years is to be calculated cumulatively over the student’s whole life. The calculation of time spent in Australia is made from the date of last arrival plus any previous periods of time spent in Australia or any predominantly English-speaking country.”

Approved EAL students should undertake the study as outlined in this study design. Schools should note where different requirements for EAL students are indicated.

Unit 1 – Reading and creating text / Analysing and presenting argument

Unit 2 – Reading and comparing text / Analysing and presenting argument

Unit 3 – Reading and creating text / Analysing argument / Listening to texts

Unit 4 – Reading and comparing text / Presenting argument

Entry Requirements –

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 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/english/englishealunits1and2.aspx>

<http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx>

Rationale

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Japanese is one of the most widely taught languages from the Asia-Pacific region in Australian schools. This recognises the close economic and cultural ties between the two countries.

The ability to communicate in Japanese, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education.

Unit 1 – The Individual world

Unit 2 – Japanese Speaking Communities

Unit 3 – The Changing world

Unit 4 – The Detailed Study

Entry Requirements -

While there are no prerequisites for entry to Japanese Units 1, 2 and 3, students must have an acceptable understanding of the language in order to study this subject. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement on each outcome specified.

Levels of Achievement

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

Examinations: oral component 12.5%

Written component 37.5%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/documents/vce/japanese2nd/japaneseslsd.pdf>

Rationale

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities, which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Spanish is the official language of twenty-one countries, as well as one of the official languages of the United Nations. The increasing prominence of Spanish in the United States further reinforces the cultural and economic gravitas of this language.

Proficiency in Spanish provides young people with opportunities in trade and commerce, travel, diplomacy and governance, banking, education and technology in a globalised world.

Unit 1 – Communicating in Spanish

Unit 2 – Different Spanish communities

Unit 3 – Exchanging your opinion

Unit 4 – Language Analysis

Entry Requirements -

While there are no prerequisites for entry to Spanish Units 1, 2 and 3, students must have an acceptable understanding of the language in order to study this subject. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement on each outcome specified.

Levels of Achievement

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

Examinations: oral component 12.5%

Written component 37.5%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/documents/vce/spanish/spanishsd.pdf>

Rationale

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Unit 1 – Algebra and structure; Geometry, measurement and trigonometry

Unit 2 – Graphs of linear and non linear relations; statistics

Entry Requirements –

There are no prerequisites for entry to General Mathematics Units 1 and 2.

Assessment

Satisfactory Completion

Demonstrated achievement on each outcome specified.

Levels of Achievement

Units 1 & 2

Individual school decision on levels of achievement

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/general/genmathindex.aspx>

Rationale

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Unit 1 – Functions and graphs; Algebra, Calculus, Probability and Statistics

Unit 2 – Functions and graphs; Algebra, Calculus, Probability and Statistics

Unit 3 – Functions and graphs; Algebra

Unit 4 – Calculus; Probability and statistics

Entry Requirements -

There are no prerequisites for entry to Mathematical Methods Units 1 and 2. However, students 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 & 2

Individual school decision on levels of achievement

Units 3 & 4

Unit 3 School-Assessed Coursework 6%

Unit 4 School-Assessed Coursework 14%

Units 3 and 4 Examination 80%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/cas/casindex.aspx>

Rationale

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Unit 3 – Data analysis; recursions and financial modelling

Unit 4 – Applications

Entry Requirements -

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 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 & 4

Unit 3 School-Assessed Coursework 20%

Unit 3 Examination 1 33%

Unit 4 School-Assessed Coursework 14%

Unit 4 Examination 2 33%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/further/furthermathindex.aspx>

Rationale

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Unit 1 – Algebra and Structure; Arithmetic and number; Discrete mathematics

Unit 2 – Geometric measurements and trigonometry; graphs of linear and non linear relations and statistics

Unit 3- Functions and graphs; Algebra

Unit 4- Calculus; Vectors

Assessment

Satisfactory Completion

Demonstrated achievement on each outcome specified.

Levels of Achievement

Unit 3 School-Assessed Coursework 17%

Unit 4 School-Assessed Coursework 17%

Unit 3 &4 Examination 1 22%

Unit 3 &4 Examination 2 44%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/specialist/specialmathindex.aspx>

Rationale

VCE Australian Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.

Australian Politics increase awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system. As students begin to think critically, they recognize that democratic ideals are often difficult to achieve in practice.

Australian and Global Politics provides knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings. It also leads to opportunities in a range of careers, including academia, management, and government. Students may also pursue occupations in corporate and private enterprises in fields such as journalism, law, research and politics.

Unit 1 – The national citizen

Unit 2 – The global citizen

Unit 3 – Evaluating Australian Democracy

Unit 4 – Australian Public Policy

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/ausglobalpolitics/ausglobalpoliticsindex.aspx>

Rationale

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

In VCE Geography, students develop a range of skills, many of which employ spatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys, fieldwork, and the collection of data and information from relevant secondary sources. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images. These skills encourage students to critically evaluate information for its validity and reliability. Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology

Unit 1 – Hazards and disasters

Unit 2 - Tourism

Unit 3 – Changing the land

Unit 4 – Human population- trends and issues

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Units 3 & 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

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/geography/geogindex.aspx>

Rationale

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced. We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. Furthermore, judgments of historical significance made by historians are central to the discipline. Historians do not always agree about the meaning that is taken from the past: historical interpretations are often subject to academic and public debate. The study of history equips students to take an informed position on such matters, helping them develop as individuals and citizens.

Unit 1 – Twentieth century history

Unit 2 - Twentieth century history

Unit 3 – Revolutions

Unit 4 – Revolutions

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/history/histstudy.aspx>

<http://www.vcaa.vic.edu.au/Pages/vce/studies/history/revolutions/revolutionindex.aspx>

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.

Unit 1 – Criminal law in action

Unit 2 – Issues in civil law

Unit 3 – Law- making

Unit 4 – Resolution and justice

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/legalstudies/legalindex.aspx>

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.

Unit 1 – Establishing and operating a service business

Unit 2 – Accounting for a trading business

Unit 3 – Recording and reporting for a trading business

Unit 4 – Control and analysis of business performance

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/account/accountindex.aspx>

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

Unit 2 – Communication and management

Unit 3 – Corporate management

Unit 4 – Managing people and change

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/busmngmnt/businessindex.aspx>

Rationale

Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do. Economic decisions are about resource use in producing goods and services and about the distribution of the proceeds of production. Students will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making.

VCE Economics equips students with a unique set of concepts, ideas and tools to apply to individual and social circumstances, and helps them to be more informed citizens, consumers, workers, voters, producers, savers and investors. Students develop an ability to identify, collect and process data from a range of sources. They use the inquiry process to plan economics investigations, analyse data and form conclusions supported by evidence. They also use economic reasoning, including cost-benefit analysis, to solve economic problems, which assists them in understanding the economy, society and environment, and to verify values and attitudes about issues affecting the economy, society and environment.

Unit 1 – Economics: choices and consequences

Unit 2 – Economic change: issues and challenges

Unit 3 – Economic activity

Unit 4 – Economic management

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/economics/economicsindex.aspx>

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues, and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Unit 1 – How do living things stay alive?

Unit 2 – How is continuing of life maintained?

Unit 3 – How do cells maintain life?

Unit 4 – How does life change and respond to challenges over time?

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Units 3

School-Assessed Coursework 16%

Unit 4

School Assessed Coursework 24%

End of year exam 60%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/biology/biologyunits1and2.aspx>

<http://www.vcaa.vic.edu.au/Pages/vce/studies/biology/biologyindex.aspx>

Rationale

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues, and communicate their views from an informed position.

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, cosmeceuticals, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Unit 1 – How can diversity of materials be explained?

Unit 2 – What makes water such a unique chemical?

Unit 3 – How can chemicals processes be designed to optimise efficiency?

Unit 4 – How are organic compounds categorized, analysed and used?

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Units 3

School-Assessed Coursework 16%

Unit 4

School-Assessed Coursework 24%

End of year exam 60%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/chemistry/chemunits1and2.aspx>

<http://www.vcaa.vic.edu.au/Pages/vce/studies/chemistry/chemindex.aspx>

Rationale

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position.

Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Unit 1 – What ideas explain the physical world?

Unit 2 – What do experiment reveal about the physical world?

Unit 3 – How do fields explain motion and electricity?

Unit 4 – How can two contradictory models explain both light and matter?

Entry Requirements -

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)

Assessment

Satisfactory Completion

Demonstrated achievement on each outcome specified.

Levels of Achievement

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 21%

Unit 4

School-Assessed Coursework 19% End-of-year examination 60%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/physics/physicsunits1and2.aspx>

<http://www.vcaa.vic.edu.au/Pages/vce/studies/physics/physicsindex.aspx>

Rationale

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

In VCE Psychology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position. VCE

Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

Unit 1 – How are behavior and mental processes shaped?

Unit 2 – How do external factors influence behaviors and mental processes?

Unit 3 – How does experience affect behaviors and mental processes?

Unit 4 – How is well being developed and maintained?

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 16%

Unit 4

School-Assessed Coursework 24% End-of-year examination 60%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/psychology/psychologyunits1and2.aspx>

<http://www.vcaa.vic.edu.au/Pages/vce/studies/psychology/psychoindex.aspx>

Rationale

VCE Health and Human Development provides students with the skills and knowledge to make informed decisions about their own health and to recognise the importance of health in society. In undertaking this study, they will be able to actively participate in making appropriate choices that allow for good health and be able to seek appropriate advice. VCE Health and Human Development enables students to understand the current ideologies of health and human development in contemporary society. Students critically evaluate the health and development of the individual across the lifespan in the context of both Australia's and global health and human development.

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

Unit 1 – The health and development of Australian's youth

Unit 2 – Individual human development and health issues

Unit 3 – Australian health

Unit 4 – Global health and human development

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/healthnhuman/healthumindex.aspx>

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 behavior 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.

Unit 1 – Bodies in motion

Unit 2 – Sports coaching and physically active lifestyles

Unit 3 – Physical activity participation and physiological performance

Unit 4 – Enhancing performance

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/physicaledu/phyeduindex.aspx>

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.

Unit 1 – Exploring Outdoor Experiences

Unit 2 – Discovering outdoor environments

Unit 3 – Relationships with outdoor environment

Unit 4 – Sustainable outdoor relationships

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/outdoor/outdoorindex.aspx>

Rationale

People tell stories, explore ideas, make sense of their worlds and communicate meaning through drama. Drama develops personal and social identity. VCE Drama connects students to the traditions of drama practice and, through the process of devising and performing drama, allows them to explore, understand and respond to the contexts, narratives and stories that shape their worlds. The study requires students to be creative and critical thinkers. Through work as solo and ensemble performers and engagement with the work of professional drama practitioners, students develop an appreciation of drama as an art form and develop skills of criticism and aesthetic understanding.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in social and work related contexts. The study of Drama can provide pathways to training and tertiary study in acting, communication and drama criticism.

Unit 1 – Dramatic storytelling

Unit 2 – Non-naturalistic Australia drama

Unit 3 – Devised non-naturalistic ensemble performance

Unit 4 – Non-naturalistic solo performance

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Unit 3 & 4

School-Assessed Coursework 40%

End of year performance examination 35%

End of year written examination 25%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/drama/dramaindex.aspx>

Rationale

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society.

This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Unit 1 – Media Forms, Representations and Australian Stories

Unit 2 – Narrative across media form

Unit 3 – Media narratives and pre-production

Unit 4 – Media production and issues in the media

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Unit 3 & 4

School-Assessed Coursework 18%

School-Assessed Task 37%

End-of-year examination 45%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/media/mediaindex.aspx>

Rationale

Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students' understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

Unit 1 – Music performance

Unit 2 - Music performance

Unit 3 – Music performance

Unit 4 – Music performance

Entry Requirements -

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

Assessment

Satisfactory Completion

Demonstrated achievement on each outcome specified.

Levels of Achievement

Units 1 & 2

Individual school decision on levels of achievement

Units 3

School-Assessed Coursework 20%

Unit 4

School-Assessed Coursework 10%

External end-of-year performance examination 50%

End-of-year aural and written examination 20%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/music/musicperformunits1-2/musicperformunits1-2index.aspx>

<http://www.vcaa.vic.edu.au/Pages/vce/studies/music/musicperformunits3-4/musicperformunits3-4index.aspx>

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.

Unit 1 – Artistic Inspiration and techniques

Unit 2 – Design exploration and concepts

Unit 3 – Studio production and professional art practices

Unit 4 – Studio production and art industry contexts

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Units 3 & 4

School-Assessed Coursework 10%

School-Assessed Task 60%

End-of-year examination 30%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/studioarts/studioindex.aspx>

Rationale

Visual Communication Design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management.

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

Unit 1 – Introduction to visual communication and design

Unit 2 – Applications of visual communications within design fields

Unit 3 – Visual communication design practices

Unit 4 – Visual communication design development, evaluation and presentation

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Units 3

School-Assessed course work 25%

Unit 4

School-Assessed Task 40%

End-of-year examination 35%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/visualcomm/vcommindex.aspx>

Rationale

The ubiquity and rapid pace of developments in digital systems, and the increasing availability of digitised data and information are having major influences on many aspects of society and the economy. This study equips students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital.

VCE Computing supports students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally. The study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours.

VCE Computing provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-technologies based areas such as information architecture, web design, business analysis and project management.

Unit 1 – Computing

Unit 2 - Computing

Unit 3 – Software Development

Unit 4 – Software Development

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Units 3

School-Assessed Coursework 10%

Unit 4

School-Assessed Coursework 10 %

School –Assessed Task 30%

End-of-year examination 50%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/computing/computingindex.aspx>

<http://www.vcaa.vic.edu.au/Pages/vce/studies/computing/softwaredevel3-4.aspx>

Rationale

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Unit 1 – Food Origins

Unit 2 – Food Makers

Unit 3 – Food in daily life

Unit 4 – Food issues, challenges and futures

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Units 3

School-Assessed Coursework 30%

Unit 4

School-Assessed Coursework 30%

End-of-year examination 40%

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/foodstudies/foodstudiesindex.aspx>

Rationale

Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues. Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions.

VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels. Moreover, VCE Product Design and Technology informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem solvers and project managers well equipped to deal with the multidisciplinary nature of modern workplaces.

- Unit 1 – Sustainable product redevelopment
- Unit 2 – Collaborative design
- Unit 3 – Apply the product design process
- Unit 4 – Product development and evaluation

Entry Requirements -

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 & 2

Individual school decision on levels of achievement

Unit 3 & 4

School-Assessed Coursework 20%

School-Assessed Task 50%

End-of-year examination 30%.

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/designtech/destechindex.aspx>

Rationale

The VCE VET Cert II in Kitchen Operations 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. 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 Cert II in Kitchen Operations may provide employment opportunities in a variety of roles such as catering assistant, kitchen hand, cook's assistant or short order cook.

Entry Requirements -.

There are no prerequisites for entry to first year, 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

Study Score available when taken as a VCE VET subject

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vet/programs/Hospitality/VCEVETHospitality.aspx>

Subject Summary

Year 11 VCAL:

- ◆ Intermediate Literacy
- ◆ VCE Foundation Maths
- ◆ Intermediate Personal Development Skills
- ◆ Intermediate Work Related Skills

Year 12 VCAL:

- ◆ Senior Literacy
 - ◆ Senior Numeracy
 - ◆ Senior Personal Development Skills
 - ◆ Senior Work Related Skills
-
- All VCAL students must complete a VET (Vocational Education & Training) course or an SBAT (School Based Apprenticeship/Traineeship)

 - All VCAL students undertaking a VET course must complete one day a week of Structured Workplace Learning placement

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.

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.

Personal Development Skills (PDS)

Rationale

The purpose of the Personal Development Skills (PDS) strand is to develop knowledge, skills and attributes that lead towards:

- The development of self
- Social responsibility
- Building community
- Civic and civil responsibility, e.g. through volunteering and working for the benefit of others
- Improved self-confidence and self-esteem
- Valuing civic participation in a democratic society.

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

Vocational Education and Training (VET)

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 (VCE students may only enrol if the course runs on a Wednesday afternoon). 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 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. **Please note: if a student wishes to withdraw from their course this must occur before week 4 of the school year or they will forfeit their VET course fee.**

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.

Rationale

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. This course is designed to complement General Mathematics and Mathematical Methods. Students completing this course would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 and 4.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Unit 1 – Space, shape and design; Patterns and numbers

Unit 2 – Data; Measurement

Entry Requirements –

There are no prerequisites for entry to Foundation Mathematics Units 1 and 2.

Assessment

Satisfactory Completion

Demonstrated achievement on each outcome specified.

Levels of Achievement

Units 1 & 2

Individual school decision on levels of achievement

More Information

For greater detail and specific outcomes visit:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/foundation/foundmathindex.aspx>

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 (Additional Language) (EAL)

Students from a non-English speaking background are eligible to study EAL – a modified English course – at Units 3 and 4. A student is eligible for enrolment in EAL 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. Arrangements can be made through the Victorian School of Languages to study many different languages as a Distance Education course if it is not offered at CDSC.

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 Studies, 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.