



Carrum Downs
Secondary College

2021
SENIOR
Course Guide

CONTENTS

| | |
|-------------------------------------|---------|
| Introduction | Page 2 |
| Bring Your Own Device (BYOD) | Page 3 |
| VCE Pathway | Page 4 |
| VCAL Pathway | Page 6 |
| Vocational Education Training (VET) | Page 8 |
| VCE Subject List & Costs | Page 9 |
| VCE Subject Guides | Page 12 |
| VCAL Program Guides & Costs | Page 44 |
| Terms and Definitions | Page 48 |

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 2021. The pinnacle of this process is to select specific Year 11 pathways and subjects, with the support of course counselling interviews.

IMPORTANT DATES

| | |
|--|---|
| Parent Information Session (Online) | Thursday 11 th June 2020 |
| Receive Edval Code and Selections Open | Thursday 11 th June 2020 |
| Course Selection Interviews (Online - Bookings through Compass essential) | Monday 22 nd June 2020 Tuesday 23 rd June 2020 |
| Edval Subject Selection Closes | Tuesday 23 rd June 2020 |
| Tafe Course Deposit Due | Friday 7 th August 2020 |
| Confirmation of Courses | Mid - Late Term 3 |
| Elective Charges Payment Due | 1 st Day of Rollover – 30 th November 2020 |

SENIOR SCHOOL PATHWAY OPTIONS

Students at Carrum Downs Secondary College have the choice of 2 streams through which to complete their Year 12 qualification – VCE or VCAL. Both of these streams will give students a year 12 completion certificate, but they differ in terms of the program structure and aims so as to cater to each student's desired pathway destination. The following pages explain each program and the different pathways they can lead to.

BRING YOUR OWN DEVICE (BYOD)

The vision for Carrum Downs Secondary College is one in which all students can access 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.

It is necessary for all students to have access to a personal netbook device in all of their classes through our **Bring Your Own Device (BYOD) program**. Students must have access to their own personal netbook device and are responsible for bringing it to the college each day. Students bringing their device will be able to login to our college network allowing them access to the internet, Office 365 software, any other subject specific software they may need.

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 communicate with teachers
- Access to learning software such as digital textbooks 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.
- Less interruption to learning due to the current delays associated with accessing technology in class via our netbook trolleys

Whilst there are minimum requirements for devices most netbooks with permanent keyboards will comply with our requirements.

If you do not yet own a suitable device, please consider the following options:

- Purchase or lease a device outright from a retail provider – our Department of Education approved supplier is Edunet, however any provider or retail store would stock suitable devices
- Obtain a school assisted device through application to our Business Manager

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

VCE PATHWAY

VCE – THE VICTORIAN CERTIFICATE OF EDUCATION

The **Victorian Certificate of Education (VCE)** is the traditional course based around academic subjects that provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work.

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 22 units.

YEAR 11 VCE PROGRAM

English Units 1 and 2

Subject 2 Units 1 and 2

Subject 3 Units 1 and 2

Subject 4 Units 1 and 2

Subject 5 Units 1 and 2

Subject 6 Units 1 and 2 OR Subject Unit 3 and 4 OR VET 1st Year

- All students must select six subjects to study as part of their year 11 course
- A student may select to study 1 sequence of unit 3 and 4 if they have undertaken the year 11 equivalent (unit 1 and 2) of that course in year 10
- A VET course may take the place of 1 subject. These are usually studied off timetable and cause students to miss classes.

YEAR 12 VCE PROGRAM

English Units 3 and 4

Subject 2 Units 3 and 4

Subject 3 Units 3 and 4

Subject 4 Units 3 and 4

Subject 5 Units 3 and 4 OR VET 1st Year

- In year 12 students must select five subjects to study
- Students will have 4 study periods per week as part of their timetable
- Students who commenced a VET course should continue their course to complete their 2 year certificate

VCE PATHWAY

VCAA REQUIREMENTS FOR VCE GRADUATION

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 additional sequences of Unit 3–4 studies other than English, which may include any number of English sequences once the English requirement has been met

Students may undertake specifically approved VET units or Higher Education units (Yr 12 only) as part of a VCE.

Accelerated learning

Some students undertake an accelerated program in year 10, whereby they complete a unit 1 and 2 subject as part of their year 10 studies. Such students will go on to complete their unit 3 and 4 units of their accelerated study in year 11.

Assessment in the VCE

In all VCE courses students are assessed by their teachers through formal assessment tasks, known as either SACs (School Assessed Coursework) or SATs (School Assessed Tasks). The requirements for these assessments are set by the VCAA (Victorian Curriculum Assessment Authority), however they are set and assessed by our teachers.

These assessment tasks are scored, however in year 11 final student grades are reported as either an S or an N (satisfactory or not satisfactory). In year 11 students will undertake exams which are set and assessed internally by the school. Students will receive a percentage grade for these exams, however, they do not contribute to a students' final VCE scores at the end of year 12.

In year 12 subjects, students will receive their final grades as a study score for each subject out of 50. These scores take into account the internal assessment results made by the students' teachers, and the results from the externally set and assessed final examination. It is the year 12 study scores that are used to determine a student's ATAR.

The ATAR

The Australian Tertiary Admissions Rank (ATAR) is calculated by the Victorian Tertiary Admissions Centre (VTAC) from your study scores. It is derived from a student's study scores and its sole purpose is to guide student entry into tertiary courses upon their graduation from secondary school.

Subject to the restrictions as outlined in the VICTER 2020 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 is available at:
<http://www.vtac.edu.au/files/pdf/publications/abcofscaling.pdf>

VCAL PATHWAY

VCAL – THE VICTORIAN CERTIFICATE OF APPLIED LEARNING

The Victorian Certificate of Applied Learning (VCAL) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF).

VCAL is a pathway to Technical and Further Education (TAFE), university, apprenticeships/traineeships or employment.

The qualification aims to provide the skills, knowledge and attributes to enable students to make informed choices about employment and education pathways. Personal development, students' interests and pathways for senior secondary students, in the context of applied learning, underpin the design of VCAL.

VCAL is accredited at three award levels:

1. Victorian Certificate of Applied Learning (Foundation)
2. Victorian Certificate of Applied Learning (Intermediate)
3. Victorian Certificate of Applied Learning (Senior)

Students in year 11 are working towards the Intermediate level whilst students in year 12 work towards the senior level.

VCAL at Carrum Downs Secondary College is a 5 day a week program consisting of the following:

- 3 days a week at school completing the academic program (Monday, Tuesday, Thursday)
- 1 day a week completing a VET course (usually at TAFE)
- 1 day a week in Structured Workplace Learning

A SAMPLE VCAL PROGRAM

VCAL Literacy

VCAL Numeracy

Work Related Skills (WRS)

Personal Development Skills (PDS)

Structured Workplace Learning

VET / SBAT

VCAL PATHWAY

VCAA REQUIREMENTS FOR VCAL 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 VCAL (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 VCAL (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 (SWL)

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.

Students in VCAL must find their own Structured Learning Workplace and attend their learning there 1 day per week as part of their learning program.

VOCATIONAL EDUCATION TRAINING (VET)

WHAT IS VET?

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).

VET 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 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.

VET contribution to VCAL

A VET qualification is a requirement for a VCAL program. Students can choose from an extensive range of courses to enhance their qualifications in their chosen pathways. Most of these courses run through TAFE on either a Wednesday or Friday. Transport

A full list of courses is available from the careers office and these can be discussed as part of our compulsory course counselling process which occurs in term 2.

Cost of VET

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.

VCE SUBJECT LIST & COSTS – YEAR 11

| ENGLISH / LOTE | COST | COST DESCRIPTION |
|---|----------|---|
| VCE English 1&2 OR VCE English as an Additional Language 1&2 | No cost | |
| VCE Literature 1&2 | \$40.00 | - Provision of study & exam packs |
| VCE Japanese 1&2 | \$40.00 | - Provision of study & exam packs |
| VCE Spanish 1&2 | \$40.00 | - Provision of study & exam packs |
| MATHS | | |
| VCE General Mathematics 1&2 | \$40.00 | - Provision of study & exam packs |
| VCE Mathematical Methods (CAS) 1&2 | \$40.00 | - Provision of study & exam packs |
| HUMANITIES | | |
| VCE History 1&2 | \$40.00 | - Provision of study & exam packs |
| *VCE Legal Studies 1&2 | \$40.00 | - Excursion costs |
| VCE Accounting 1&2 | \$40.00 | - Provision of study & exam packs |
| VCE Business Management 1&2 | \$40.00 | - Provision of study & exam packs |
| VCE Economics 1&2 | \$40.00 | - Provision of study & exam packs |
| VCE Australian & Global Politics 1&2 | \$40.00 | - Provision of study & exam packs |
| VCE Geography 1&2 | \$40.00 | - \$20.00 provision of study & exam packs - \$20.00 excursion subsidies |
| SCIENCE | | |
| *VCE Biology 1&2 | \$50.00 | - Provision of study & exam packs - Specialised equipment |
| VCE Chemistry 1&2 | \$50.00 | - Provision of study & exam packs - Specialised equipment |
| VCE Physics 1&2 | \$50.00 | - Provision of study & exam packs - Specialised equipment |
| *VCE Psychology 1&2 | \$60.00 | - Provision of study & exam packs - Edrolo access |
| HEALTH & PHYSICAL EDUCATION | | |
| *VCE Health & Human Development 1&2 | \$40.00 | - Provision of study & exam packs |
| VCE Physical Education 1&2 | \$75.00 | - Incursion costs - Excursion subsidies |
| VCE Outdoor & Environmental Studies 1&2 | \$660.00 | - Camps and excursions costs |
| THE ARTS | | |
| VCE Studio Arts 1&2 | \$150.00 | - Extensive range of high quality materials including canvas and paper - Opportunity to explore techniques and processes |
| VCE Visual Communication Design 1&2 | \$150.00 | - Copic markers and drafting equipment |
| VCE Media 1&2 | \$60.00 | - Provision of study & exam packs - Photo inks, high quality photo papers and board |

| THE ARTS CONTINUED | | |
|-------------------------------------|----------|---|
| VCE Drama 1&2 | \$40.00 | - Provision of study & exam packs |
| VCE Music 1&2 | \$50.00 | - Provision of additional sheet music |
| TECHNOLOGY | | |
| VCE Computing 1&2 | \$40.00 | - Additional online programming resources |
| VCE Food Studies 1&2 | \$300.00 | - Food costs |
| VCE Product Design & Technology 1&2 | \$200.00 | - Provision of high quality timber |
| VET Kitchen Operations Year 1 | \$450.00 | - \$250.00 food costs - \$50.00 excursion costs - \$100.00 uniform - \$50.00 textbook/workbook |

Note that subjects preceded by an asterisk (*) indicate that the subject is a year 11 subject that can be undertaken by year 10 students. Students who have undertaken a year 11 subject in year 10 may study the equivalent year 12 subject as part of their year 11 studies.

VCE SUBJECT LIST & COSTS – YEAR 12

| ENGLISH / LOTE | COST | COST DESCRIPTION |
|---|----------|---|
| VCE English 3&4 OR VCE English as an Additional Language 3&4 | No cost | |
| VCE Literature 3&4 | \$40.00 | - Provision of study & exam packs |
| VCE Spanish 3&4 | \$40.00 | - Provision of study & exam packs |
| MATHS | | |
| VCE Further Mathematics 3&4 | \$40.00 | - Provision of study & exam packs |
| VCE Mathematical Methods (CAS) 3&4 | \$40.00 | - Provision of study & exam packs |
| VCE Specialist Mathematics 3&4 | \$40.00 | - Provision of study & exam packs |
| HUMANITIES | | |
| VCE History 3&4 | \$40.00 | - Provision of study & exam packs |
| VCE Legal Studies 3&4 | \$40.00 | - \$20.00 excursion costs - \$20.00 provision of study & exam packs |
| VCE Accounting 3&4 | \$40.00 | - Provision of study & exam packs |
| VCE Business Management 3&4 | \$40.00 | - Provision of study & exam packs |
| SCIENCE | | |
| VCE Biology 3&4 | \$50.00 | - Provision of study & exam packs - Specialised equipment |
| VCE Chemistry 3&4 | \$50.00 | - Provision of study & exam packs - Specialised equipment |
| VCE Physics 3&4 | \$50.00 | - Provision of study & exam packs - Specialised equipment |
| VCE Psychology 3&4 | \$40.00 | - Provision of study & exam packs |
| HEALTH & PHYSICAL EDUCATION | | |
| VCE Health & Human Development 3&4 | \$40.00 | - Provision of study & exam packs |
| VCE Physical Education 3&4 | \$75.00 | - \$60.00 excursion costs - \$15.00 provision of study & exam packs |
| THE ARTS | | |
| VCE Studio Arts 3&4 | \$150.00 | - Artist quality materials used for the development of SAT's and finished artworks |
| VCE Visual Communication Design 3&4 | \$150.00 | - Specialist supplies for SAT folios and copic markers |
| VCE Media 3&4 | \$60.00 | - Provision of study & exam packs Photo inks and high quality photo papers and board |
| VCE Music 3&4 | \$50.00 | - Provision of study & exam packs |
| TECHNOLOGY | | |
| VCE Computing 3&4 | \$40.00 | - Additional online programming resources and industry software |
| VET Kitchen Operations Year 2 | \$350.00 | - \$250.000 food cost - \$50.00 textbook/workbook - \$50.00 excursion costs |

VCE SUBJECT GUIDES

VCE ENGLISH

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>

VCE LITERATURE

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>

VCE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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>

VCE JAPANESE

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>

VCE SPANISH

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>

VCE GENERAL MATHEMATICS

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>

VCE MATHEMATICAL METHODS

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, it is strongly recommended that students have undertaken Advanced Mathematics in year 10. 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>

VCE FURTHER MATHEMATICS

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>

VCE SPECIALIST MATHEMATICS

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>

VCE AUSTRALIAN AND GLOBAL POLITICS

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>

VCE GEOGRAPHY

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>

VCE HISTORY

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>

VCE LEGAL STUDIES

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice.

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

Unit 1 – Guilt and liability

Unit 2 – Sanctions, Remedies and Rights

Unit 3 – Rights & Justice

Unit 4 – The People & the Law

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>

VCE ACCOUNTING

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

Kind regards,

Unit 1 - Role of accounting in business

Unit 2 - Accounting and decision-making for a trading business Introduction

Unit 3 - Financial accounting for a trading business

Unit 4 - Recording, reporting, budgeting and decision-making

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>

VCE BUSINESS MANAGEMENT

In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors.

The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Unit 1 - Planning a business

Unit 2 - Establishing a business

Unit 3 - Managing a business

Unit 4 - Transforming a business

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>

VCE ECONOMICS

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

Through studying economics students develop a range of skills including the ability to gather, organise, analyse and synthesise a wide selection of economic information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They utilise the economic models and tools of economists effectively to analyse and evaluate the decisions made by key economic agents and, in the process, appreciate the different viewpoints about the issues that may affect a modern economy. Further study in the field of Economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism and public policy.

Unit 1 - The behaviour of consumers and businesses

Unit 2 - Contemporary economic issues

Unit 3 - Australia's economic prosperity

Unit 4 - Managing the economy

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>

VCE BIOLOGY

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>

VCE CHEMISTRY

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>

VCE PHYSICS

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>

VCE PSYCHOLOGY

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>

VCE HEALTH & HUMAN DEVELOPMENT

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>

VCE PHYSICAL EDUCATION

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>

VCE OUTDOOR & ENVIRONMENTAL STUDIES

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

*Work ethic and attendance will be considered when students select this subject.

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>

VCE DRAMA

In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study of drama enables students' individual and collective identities to be explored, expressed and validated. Students develop an ability to empathise through understanding and accepting diversity. Students draw from, and respond to, contexts and stories that reflect different cultures, genders, sexualities and abilities.

VCE Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts. Through the processes of devising and performing drama, students investigate self and others by exploring and responding to the contexts, the narratives and the stories that shape their worlds.

The study of drama introduces students to theories and processes for the creative development of new work and allows them to develop skills as creative and critical thinkers. Students develop an appreciation of drama as an art form through their work as solo and ensemble performers, and engagement with professional contemporary drama practice. They develop skills of communication, criticism, aesthetic understanding and aesthetic control.

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

Unit 1 – Introducing performance styles

Unit 2 – Australian identity

Unit 3 – Devised ensemble performance

Unit 4 – Devised 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>

VCE MEDIA

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>

VCE MUSIC

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 – building performance and musicianship skills

Unit 2 – Music performance – building performance and musicianship skills

Unit 3 – Music performance – building and refining performance and musicianship skills

Unit 4 – Music performance – further development and refinement performance and musicianship skills

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>

VCE STUDIO ARTS

VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer.

The creative nature of visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibition of art works offer an insight into the diverse interpretations of life and its experience by artists. Engagement with artworks facilitates creative thinking and the development of new ideas. It also supports connection and exchange within local, national and global communities.

VCE Studio Arts broadens students' understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

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 – Studio inspiration and techniques
- Unit 2 – Studio exploration and concepts
- Unit 3 – Studio practices and processes
- Unit 4 – Studio practice 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>

VCE VISUAL COMMUNICATION DESIGN

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design.

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 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>

VCE COMPUTING - SOFTWARE DEVELOPMENT

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

VCE Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

Unit 1 – Applied Computing - Introduction to databases and designing software

Unit 2 - Applied Computing - Programming innovative solutions and Network Security

Unit 3 – Software Development - Introduction to Programming, software analysis and design

Unit 4 – Software Development - Cyber security

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>

VCE FOOD STUDIES

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>

VCE PRODUCT DESIGN & TECHNOLOGY - WOOD

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>

VCE VET KITCHEN OPERATIONS

The VCE VET 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>

VCAL PROGRAM GUIDES & COSTS

| VCAL | COST | COST DESCRIPTION |
|-------------------------------|---------------------------|--|
| VCAL Intermediate Year 11 | \$250.00 | <ul style="list-style-type: none"> - \$50.00 curriculum consumables - \$50.00 project supplies - \$150.00 incursion/excursion costs |
| VCAL Senior Year 12 | \$250.00 | <ul style="list-style-type: none"> - \$50.00 curriculum consumables - \$50.00 project supplies - \$150.00 incursion/excursion costs |
| VET | COST | COST DESCRIPTION |
| VET Kitchen Operations Year 1 | \$450.00 | <ul style="list-style-type: none"> - \$250.00 food costs - \$50.00 excursion costs - \$100.00 uniform - \$50.00 textbook/workbook |
| VET Kitchen Operations Year 2 | \$350.00 | <ul style="list-style-type: none"> - \$250.00 food cost - \$50.00 textbook/workbook - \$50.00 excursion costs |
| VET – External Providers | Refer to VET Course Guide | <ul style="list-style-type: none"> - Tafe course deposit of \$100.00 due by 7th August 2020 (\$100.00 non-refundable) - Full balance due by 30th November 2020 |

YEAR 11 VCAL

Intermediate Literacy

Intermediate Numeracy

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 UNIT

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 UNIT

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)

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

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.

VCE FOUNDATION MATHEMATICS (VCAL ONLY)

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>

TERMS & DEFINITIONS

Assessment at Unit 3 and 4 Level

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

Australian Tertiary Admission Rank (ATAR)

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

Authentication

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

English (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.