

Victoria University Secondary College



Create The Future

Later Years Handbook 2022



Create The Future

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Foreword

“The only way of finding the limits of the possible is by going beyond them into the impossible.” Arthur C Clarke

Studying for VCE, VCAL and VET presents what is often the biggest challenge students have yet faced in their lives. Our commitment to the students at Victoria University Secondary College is to help them in every way we are able, to stretch their limits and to find out for themselves what is possible.

As a college we aim to see all our students succeed; to reach the goals they set for themselves; to develop their academic and creative talents and to be well prepared to live happy and fulfilled lives. Achievement of this goal is most likely when the school, the teachers, the student and the family work closely together. We want the commitment displayed by students and their families to equal our commitment to them.

Aristotle said: “We are what we repeatedly do. Excellence therefore, is not an act, but a habit.”

At Victoria University Secondary College we live by our values:

- Aspire to Achieve
- Strengthen the Community
- Respect Ourselves and Others

We want our students to achieve excellence. Our staff are highly talented and are committed to using their skills to help students achieve just that. I urge all students to take advantage of this, set their goals and reach great heights.

Elaine Hazim
College Principal



Welcome

Welcome to Victoria University Secondary College — a school that offers a diverse range of opportunities, experiences and programs of study for students in Years 10, 11 and 12.

This is the time to think carefully about your future and bring it to reality through education. Be brave and creative in your thinking and do not be limited by a fixed mindset. Think about what you want to achieve and explore ways to make it happen. It is always good to begin with what you enjoy and then think about what you are good at both in school and outside school.

Our Senior School Staff will assist you in planning a rewarding program that will help you to achieve your personal goals. Our Careers Team will work with you over the next years to develop and manage your own individual pathway to a great future. The pathway options for you may be varied, so look for ways to keep many options open and enjoy the journey.

Varied pathways through the senior years of schooling are offered that allow students to:

- Pursue a VCE program, which enables students to choose from a broad range of studies, usually in programs of 22 units completed over two years.
- Undertake a VCAL [Victorian Certificate of Applied Learning] program, which enables students to achieve specific learning outcomes in literacy and numeracy, as well as practical, vocational competencies and personal development skills.
- Incorporate Vocational Education and Training (VET) units within VCAL or VCE programs. A range of vocational certificates is offered, with each program providing the opportunity for students to undertake a work/industry placement.

Victoria University Secondary College is very proud of the high success rate of our senior students and believe that this is a testament to the hard work of all students, parents and teachers working together to achieve common goals. Do read through this booklet and be sure you understand the requirements that must be satisfied to attain your preferred qualifications. There will be plenty of opportunities to meet with people who can assist you in your planning and course selection. We look forward to working with you in the future and trust we can assist students to meet the challenges that lie ahead and make the most of the opportunities.

Career Planning

Students at VUSC have many opportunities to participate in programs and attend events to assist in their career decision making and planning such as:

- University Readiness Program at Victoria University
- Melbourne Connect Program with the University of Melbourne
- Industry Immersion and Trade Taster Days
- Career Expos
- Online webinars

The [VUSC Careers Website](#) provides information and links to online resources that students can use to explore careers, further education and pathways. Students will also find the weekly Careers Newsletter available on this website.

Pathways

Victoria University College offers two Senior Certificate Courses;

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Applied Learning (VCAL)

Within these two courses students may undertake;

- Vocational Education and Training (VET)
- Apprenticeships/ Traineeships known as Australian School based Apprenticeships (ASbA or SBATs)
- Headstart

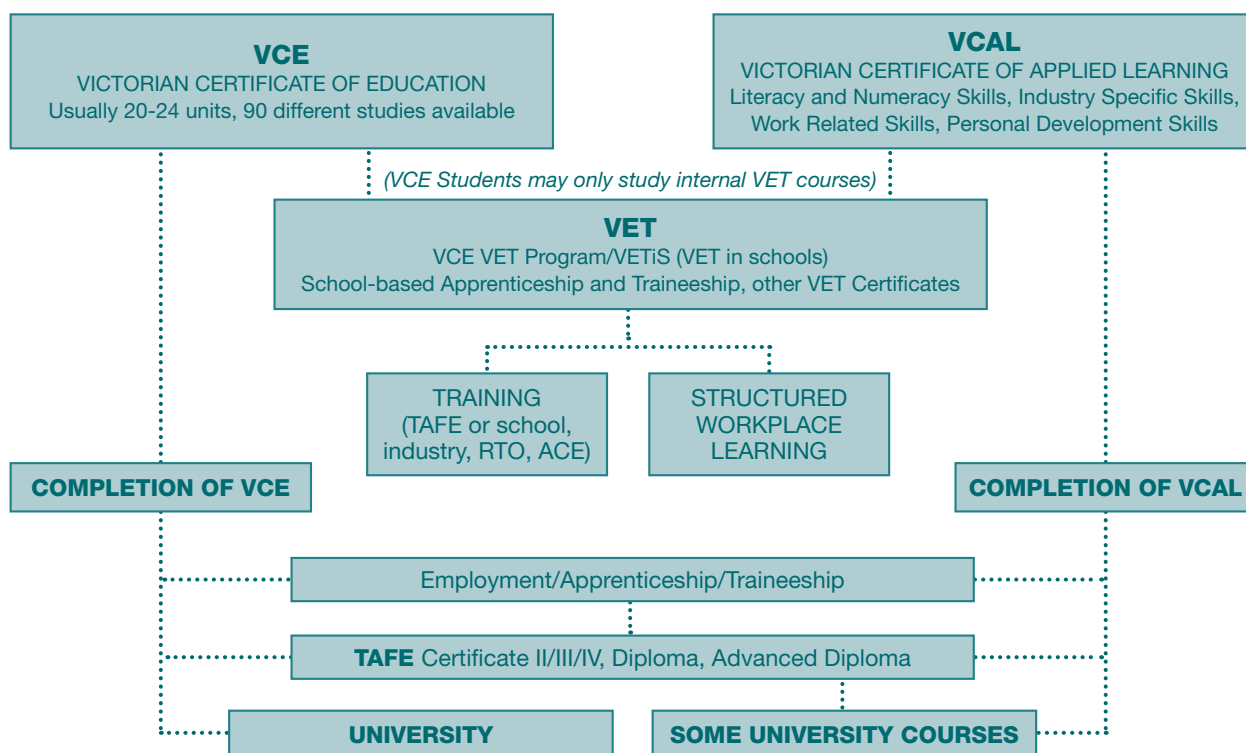
Victoria University Secondary College offers an extensive range of subject choices for students within both Certificates. This enables the College to manage individual career pathways to suit the interests and needs of each student.

This Later Years Handbook enables students to understand the choices available at Victoria University Secondary College in 2022. It firstly invites students to understand which pathway or certificate they may choose to follow.

A summary of the extensive range of VCE, VCAL and VET Subjects offered at Victoria University Secondary College is included within this handbook.

Students should read carefully the information regarding VCAL as an alternative Certificate course. Those students who choose the VCAL are more likely to go to TAFE, undertake a traineeship or complete an apprenticeship, or enter employment directly after completing school.

Within both these two Certificate Courses, students are able to choose a Vocational Education and Training (VET) Program. These programs offer students practical experience in a specific vocational area, as well as gaining a nationally recognised Certificate that may be used as part of their ATAR Score for VCE (to enter Universities, TAFE). In the case of VCAL, all students undertake a VET program which provides valuable on-the-job training whilst gaining a certificate recognised anywhere throughout Australia. At Victoria University Secondary College we have specialised facilities for two of the VET certificate courses and we are able to offer a range of VET choices through our Cluster arrangements with local schools and TAFE providers.



VCE Requirements

The VCE is normally a two-year course of study.

Satisfactory Completion of the VCE

Students must satisfactorily complete at least 16 units in order to be awarded the VCE. Included in these 16 units must be:

At least three English related units from:

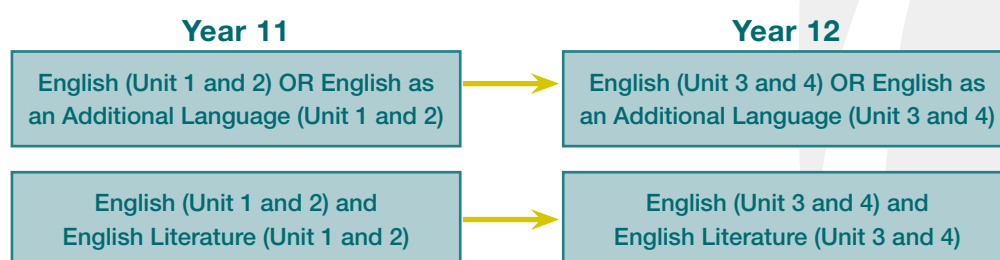
- English Units 1–4
- English as an Additional Language (EAL) Units 1 and 4
- English Literature Units 1–4

No more than two units at Units 1 and 2 level may be selected from English, English as an Additional Language and English Literature toward the unit count for the English requirement.

At least one English subject must be taken at a Unit 3 and 4 level.

An English Unit 3 and 4 sequence must be completed to gain a ATAR.

The possible pathways in English are shown below.



VCE Maths

Many students undertake VCE Maths to gain entry to University or TAFE courses but Maths is not compulsory in VCE.

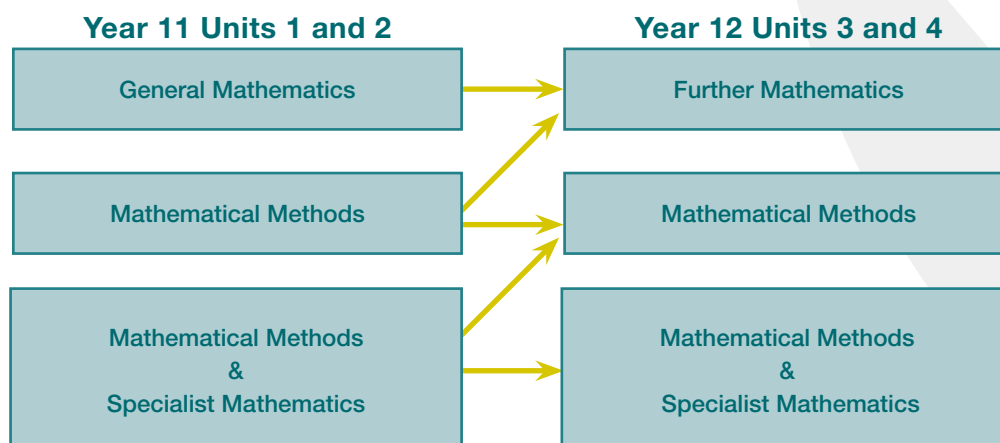
There are three Maths subjects offered in Year 11:

- General Maths — Standard (Units 1 and 2)
- Maths Methods (Units 1 and 2)
- Specialist Maths (Units 1 and 2)

Year 12 Maths includes:

- Further Maths (Units 3 and 4)
- Maths Methods (Units 3 and 4)
- Specialist Maths (Units 3 and 4)

Students must refer to the prerequisites for their preferred maths and speak to their Maths teacher to discuss their VCE Maths choices.



Specialist Mathematics must always be studied in conjunction with Mathematical Methods in both Year 11 and Year 12.

Satisfactory Completion of a Unit

To satisfactorily complete a unit, students must satisfactorily complete all of the assessment tasks and work requirements and attend at least 90% of timetabled classes for the unit. Work which receives a grade of UG (below 40%) will not be considered a satisfactory completion of an assessment task.

Assessment

Students will be assessed according to whether they have achieved the required learning outcomes when completing assessment tasks.

For Year 11 subjects, students will receive the following results:

- S (Satisfactory) or N (Not Satisfactory) for each unit
- A graded assessment (A-UG) for each assessment task; these grades will appear on students' reports but will not be sent to the VCAA.

For Year 12 subjects, students will receive:

- S (Satisfactory) or N (Not Satisfactory) for each unit
- A numerical score for each assessment task, which will be reported to the VCAA; these scores will be combined with your exam scores to determine your study score for each subject.

Year 12 VCE teachers are not required to give students a letter grade for individual assessment tasks, because scores may change as a consequence of exam results.

Students should refer to the Submission of Work Policy for further information regarding their assessment tasks. The submission of work is an integral part of the teaching and learning process. This policy has been developed to ensure a consistent practice regarding the completion and submission of work across all subjects in years 7-10 and VCAL within the College. Students are required to meet deadlines to support and promote their academic success.

An assessment task will be reported as F (Fail) if students:

- Do not complete work by the due date.
(Refer to the Submission of Work Policy for VCE or VCAL.)
- Do not attend a test or exam.
- Submit work which is plagiarised.

Extension of Time and Absence from a SAC

A situation may arise where a student is unable to complete a School Assessed Coursework (SAC) on the due date. Students must complete and submit an application for Extension/Redemption on the correct form. A medical certificate is required for any absence from a SAC. Without a medical certificate or valid excuse approved by the Senior School Leader a student can sit the SAC for an S but may not obtain a score.

Attendance

Students must attend all timetabled classes. If an absence has occurred, the student must give their Home Group Teacher a medical certificate or an absence note written and signed by a parent/guardian.

It is the responsibility of any student who is absent to find out what work was covered in missed classes and any work that may have been set during that time.

Students need to attend classes regularly to complete coursework and assessment tasks. Any student who does not attend at least 90% of timetabled classes for a unit may receive a Not Satisfactory (N) assessment for the unit because of poor attendance.

During study periods, students must be working in the Study Centre.

If a student needs to leave school early, they must gain permission from a Year 11 / 12 Coordinator or the Senior School Leader.

Australian Tertiary Admission Rank – ATAR

Students who complete VCE and satisfy the requirements receive an ATAR score which may be used for entry into a range of Tertiary courses.

How is the ATAR calculated?

- The scaled score in English, English Literature or EAL
- The next best THREE scaled scores
- 10% of any 5th and/or 6th scaled scores

Which studies are used to get an ATAR?

- All VCE Unit 3 / 4 studies, however, no more than two LOTE's at Unit 3 and 4 level
- No more than two VCE Mathematics studies at Unit 3 and 4 level may count in the primary four. Any other Maths or LOTE is counted as a 5th or 6th subject
- Approved Tertiary study



Senior Studies

VCE Subjects

Accounting	Units 1–4
Biology	Units 1–4
Business Management	Units 1–4
Chemistry	Units 1–4
Chinese	Units 1–4
Applied Computing (VCE)	
– Applied Computing	Units 1 and 2 only
– Data Analytics	Units 3 and 4 only
– Software Development	Units 3 and 4 only
Drama	Units 1–4
Economics	Units 1–4
English	
– English	Units 1–4
– English as an Additional Language	Units 1–4
Extended Investigation	Units 3 and 4 only
Food Studies	Units 1–4
Geography	Units 1–4
Health and Human Development	Units 1–4
History	
– Twentieth Century	Units 1 and 2 only
– Revolutions	Units 3 and 4 only
Legal Studies	Units 1–4
Literature	Units 1–4
Mathematics	
– Further Mathematics	Units 3 and 4 only
– General Mathematics	Units 1 and 2 only
– Mathematics Methods	Units 1–4 CAS
– Specialist Mathematics	Units 1–4
Media	Units 1–4
Music Performance	Units 1–4
Philosophy	Units 1–4
Physical Education	Units 1–4
Physics	Units 1–4
Psychology	Units 1–4
Studio Arts	Units 1–4
Systems Engineering	Units 1–4
Theatre Studies	Units 1–4
Visual Communication Design	Units 1–4

VCE Program for 2021/2022

Year 11	English	VCE Subject	VCE Subject	VCE Subject	VCE Subject	VCE Subject
Year 12	English	VCE Subject	VCE Subject	VCE Subject	VCE Subject	



VCE Subjects offered at Victoria University Secondary College

For a more detailed course description, please visit the Study Design on the VCAA website at www.vcaa.vic.edu.au

ACCOUNTING

Units 1 and 2
Units 3 and 4

Rationale

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).

Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. Accounting plays an integral role in the successful operation and management of businesses.

Structure

All units focus on accounting and finance for sole-proprietors and small businesses. The study is made up of four units.

Unit 1 – Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

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

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Unit 3 – Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

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

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment – Satisfactory Completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.	School-assessed coursework and examinations Unit 3 school-assessed coursework: 25 % Unit 4 school-assessed coursework: 25 % End-of-year examination: 50 %

For further information please see the [VCAA Accounting Study Design](#)

Rationale

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

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Unit 2 – Applied computing

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Unit 3 – Data analytics

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Unit 4 – Data analytics

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

Entry

No prerequisites for entry to Units 1, 2 and 3. Students are recommended to be concurrently enrolled in at least one maths if choosing Software Development. Students must undertake Unit 3 prior to undertaking Unit 4.

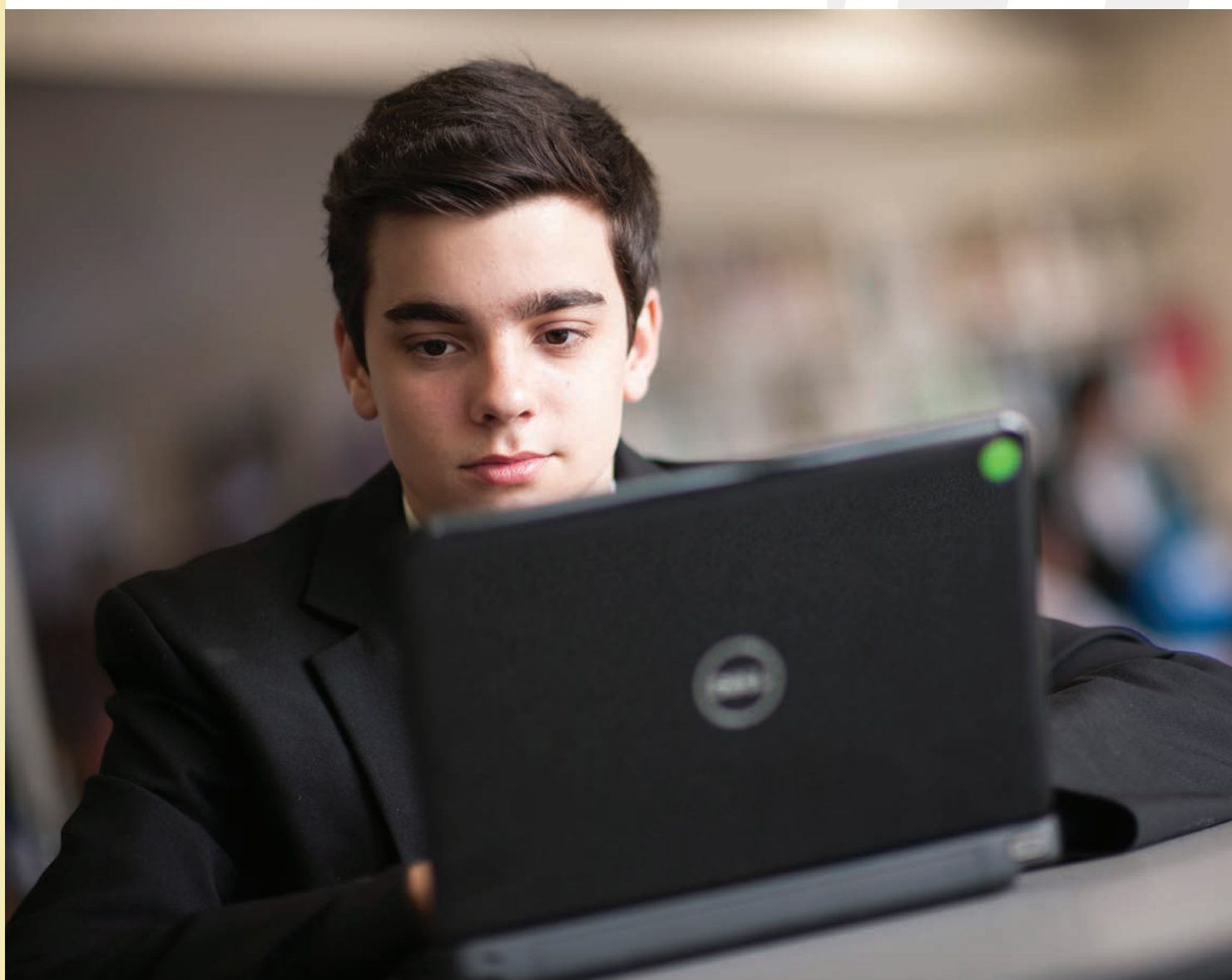
Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4	
Individual school decision on levels of achievement.	Unit 3 school-assessed coursework:	10 %
	Unit 4 school assessed coursework:	10 %
	School Assessed Task:	30%
	End of Year Examination:	50%

For further information please see the [VCAA Applied Computing Study Design](#)



Rationale

Biology is the study of living organisms, of life processes, and of the different levels of organisation from the cell to the biosphere. It includes the study of interactions between organisms and between organisms and their environments. It considers the unity and continuity of life as well as diversity and change.

Structure

The study is made up of four units.

Unit 1 – How Do Living Things Stay Alive?

Students examine the structure and functioning of prokaryotic and eukaryotic cells, and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Students explore cellular growth, replacement and death. They become familiar with the key events and regulation of the cell cycle and the processes for cell division, including disruptions to the cell cycle and deviant cell behaviour. Students consider the properties of stem cells and their role in differentiation, specialisation and renewal of cells and tissues.

In addition, students explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals, focusing on regulation of water balance in plants, and temperature, blood glucose and water balance in animals. Students examine how homeostatic mechanisms in animals help maintain their internal environment within a narrow range of tolerance levels, and consider malfunctions in homeostatic mechanisms.

Survival of organisms requires control and regulation of factors within an organism and often outside an organism. Different types of cells and adaptations enhance an organism's survival in a particular environment, while homeostatic mechanisms maintain the internal environment.

Lastly, students adapt or design and then conduct a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the research question.

The student-adapted or student-designed scientific investigation relates to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.

Unit 2 – How Is Continuity Of Life Maintained?

Students describe the production of gametes in sexual reproduction through the key events in meiosis. They explore the nature of chromosomes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.

Students explain how a characteristic or trait can be influenced by one gene, many genes acting together, and genes interacting with external environmental or epigenetic factors. They apply their genetic knowledge to analyse pedigree charts, determine patterns of inheritance and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproduction and investigate the use and application of reproductive cloning technologies. Students explore the biological importance of genetic diversity and the structural, physiological and behavioural adaptations that enable species to survive in an ecosystem.

Students explore the interdependencies between species, including the importance and impact of keystone species and top predators. They consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives to the understanding of the adaptations of, and interdependencies between, species in Australian ecosystems.

Students are provided an opportunity to explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

Examples of investigation topics include, but are not limited to: genomic and epigenetic research; cloning for agriculture, horticulture or other purposes; assisted reproductive technologies; prenatal and predictive genetic testing; strategies for maintaining genetic diversity within a species or population; the impact of introduced species; changes to specific keystone species on populations and ecosystems; or the use of biomimicry to solve human challenges or biopiracy of Indigenous knowledge.

Unit 3 – How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation, and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

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

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

Entry

There are no prerequisites for entry to Units 1 and 2. Unit 2 should be completed prior to Unit 3.

Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and end-of-year examination
	Unit 3 school-assessed coursework: 25 %
	Unit 4 school-assessed coursework: 25 %
	Units 3 and 4 examination: 50 %

For further information please see the [VCAA Biology Study Design](#)

Rationale

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.

Structure

The study is made up of four units.

Unit 1 – Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2 – Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Unit 3 – Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Unit 4 – Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management.

Entry

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

Assessment – Satisfactory Completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.	Unit 3 school-assessed coursework: 25 % Unit 4 school-assessed coursework: 25 % Units 3 and 4 examination: 50 %

For further information please see the [VCAA Business Management Study Design](#)

Rationale

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. Chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers.

Structure

The study is made up of four units.

Unit 1 – How can the Diversity of Material be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials.

Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Unit 2 – What makes Water such a Unique Chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

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

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. They use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Unit 4 - How are organic compounds categorised, analysed and used?

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

A student practical investigation related to energy and/or food is undertaken in either Unit 3 or in Unit 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format

Entry

There are not prerequisites for Unit 1 and 2 although students are strongly encouraged to have undertaken Yr 10 chemistry. Unit 3 and 4 should be undertaken in a sequence with Unit 1 and 2.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2

Individual school decision on levels of achievement.

Unit 3 and 4

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

Unit 3 school-assessed coursework:	16 %
Unit 4 school-assessed coursework:	24 %
Units 3 and 4 examination:	60 %



CHINESE SECOND LANGUAGE CHINESE SECOND LANGUAGE ADVANCED

The Language

The language to be studied and assessed is the modern standard/official version of Chinese.

For the purpose of this study, Modern Standard Chinese is taken to be Putonghua in the spoken form, and simplified character text in the written form. Throughout the Chinese-speaking communities, Modern Standard Chinese may also be known as Mandarin, Guoyu, Huayu, Hanyu, Zhongwen and Zhongguohua.

Rationale

The study of Chinese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of Chinese develops students' ability to understand and use a language which is spoken by about a quarter of the world's population. There are many spoken varieties of Chinese, and Modern Standard Chinese is pre-eminent among these. It is the major language of communication in China, Taiwan and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

CHINESE SECOND LANGUAGE

A student is not eligible for Chinese Second Language if they have one of the following:

- Twelve (12) months or more education in a school where Chinese is the medium of instruction
- 3 years (36 months) or more residence in any of the VCAA nominated countries or regions including China, Taiwan, Hong Kong and Macau.

CHINESE SECOND LANGUAGE ADVANCED

A student is eligible for Chinese Second Language Advanced if:

- They have had no more than 7 years of education in a school where Chinese is the medium of instruction
- The highest level of education attained in a school where Chinese is the medium of instruction is no greater than the equivalent of Year 7 in a Victorian school.

The time periods referred to in these criteria will be counted cumulatively since the time of the student's birth. Students may use traditional characters in writing but must be able to read simplified characters.

Unit 1

This unit is designed to establish and extend students' knowledge in listening and speaking, and in reading and writing through studying topics relating to themes of the individual, the Chinese-speaking community and the changing world. Content areas include: personal identities, family and friends, personal beliefs and ideals, school life, rules and routine, and stories from peers in China.

Students are required to: establish and maintain a spoken or written exchange related to personal areas or experience; to listen to, read and obtain information from spoken and written texts; and to produce a personal response to a text focusing on real or imaginary experiences,

Regular exposure to our native Language Assistants in small conversation groups helps the students to develop their oral skills.

Unit 2

Students continue to develop their knowledge and skills in listening and speaking, and in reading and writing through studying topics related to themes of the individual, the Chinese-speaking community and the changing world. Content areas include: school life and education, geographical features and scenery sites, film and television, and population and one-child policy.

Students are required to: participate in spoken or written exchange related to making arrangements and completing transactions, to listen to, read, extract and use information and ideas from spoken and written texts and translate from characters into English, and to give expression to real or imaginary experience in written or spoken form.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills..

Unit 3

This unit is designed to extend a student's knowledge and skills in understanding, speaking and writing, through the themes of the individual, the Chinese-speaking community, and the changing world. Content areas include: legends and fables, festivals and customs, historical events and characters, city and rural life, places of interest in China.

Students are required to: express ideas through the production of original texts, analyse and use information from spoken texts, and to exchange information, opinions and experiences.

Regular exposure to our native Language Assistants in small conversation groups helps the students to develop their oral skills.

Unit 4

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing, through the themes of the individual, the Chinese-speaking community, and the changing world. Content areas include: future plans and work, work skills and occupations, technology and lifestyle.

Students are required to: analyse and use information from written texts and translate part of the text(s) into English; respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese speaking communities.

Regular exposure to our native language assistant in small conversation groups helps the students to develop their oral skills.

The student undertakes a detailed study during Units 3 and 4 which is examined at the end of the year.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. The study of Chinese is offered at two levels (Chinese Second Language and Chinese Second Language Advanced). Entry into these levels is governed by eligibility criteria. Chinese Second Language is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Chinese Second Language Advanced is designed for students who will, typically, have had more experience of Chinese.

Levels of Achievement

Units 1 and 2

Individual school decision on levels of achievement.

Unit 3 and 4

Percentage contributions to the study score in Chinese are as follows:

Coursework – Unit 3:	25%
Coursework – Unit 4:	25%
Oral Examination:	12.5%
Written Examination:	37.5%

For further information please see the [VCAA Chinese Study Design](#)

Rationale

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. Students will also have the opportunity to explore VCE English and Literature texts in depth as part of their stimulus material for ensemble and solo performances. Students will have multiple exposure to studied texts, giving them the ability to investigate the context, characters and themes of a text in great depth for the creation of performances.

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 a broad range of social, cultural and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.

Structure

The study is made up of four units.

Unit 1 – Introducing Performance Styles

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

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

Unit 2 – Australian Identity

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

In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas.

Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

Units 3 – Devised Ensemble Performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.

Unit 4 – Devised Solo Performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Students are encouraged to attend performances that incorporate a range of performance styles to support their work in this unit.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students are expected to attend a minimum of three prescribed performances and two workshops as preparation for practical and written exams.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and two end-of-year examinations.
	Unit 3 and 4 school-assessed coursework: 40 %
	Performance examination: 35 %
	End-of-year examination: 25 %

For further information please see the [VCAA Drama Study Design](#)

Rationale

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences.

Structure

The study is made up of four units:

Unit 1 – The behaviour of consumers and businesses

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action. Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

Unit 2 – Contemporary economic issues

Economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.

Unit 3 – Australia's economic prosperity

In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market. In this unit students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards. Australia's economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia's living standards. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

Unit 4 – Managing the economy

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

Entry

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

Assessment – Satisfactory Completion

The award of satisfactory completion for a unit is based on the teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.	Unit 3 school-assessed coursework: 25 % Unit 4 school-assessed coursework: 25 % Units 3 and 4 examination: 50 %

For further information please see the [VCAA Economics Study Design](#)

Rationale

This study aims to develop competence in the understanding and use of English for a variety of purposes, in order to meet the demands of post-school employment, further education, and participation in a democratic society and the global community. The study of EAL contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. Students studying EAL will become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it.

Structure

Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. In this area of study EAL students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

Units 1 and 3:

Area of Study 1: Reading and Creating Texts (a study of set texts)
Area of Study 2: Analysing and Presenting Argument
Area of Study 3: Listening to texts (EAL students ONLY)

Units 2 and 4:

Area of Study 1: Reading and Comparing Texts
Area of Study 2: Analysing and Presenting Argument

Entry

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

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2

Individual school decision on levels of achievement.

Units 3 and 4

School-assessed coursework and examinations.
Unit 3 school-assessed coursework: 25 %
Unit 4 school-assessed coursework: 25 %
End-of-year examination: 50 %

For further information please see the [VCAA English/EAL Study Design](#)

Extended Investigation is offered on an invitation basis to select students.

Rationale

The VCE Extended Investigation develops students' understanding of what constitutes a good research question. They develop an ethical, robust, disciplined and rational approach to gathering, interpreting and evaluating evidence in order to answer the research question. In this study, students consider how research questions are developed and refined to enable the researcher to address the key issues proposed by the research within the limits that time and resources impose. Students conduct a review of relevant literature, develop research project management knowledge and skills, and develop ways of effectively presenting and communicating research findings. Students are introduced to a broad range of research methods and explore their comparative suitability for the investigation of particular questions. The skills that students develop in this study are transferable to any higher education course or vocational education and training program.

Structure

The study is comprised of a Unit 3 and 4 sequence. The Year 11 units offered are introductory units and are not accredited VCE Units.

Year 11 Introduction to Extended Investigation

This subject is designed to prepare students for VCE Extended investigation (Unit 3 and 4). Students develop an understanding of what constitutes the research process. They develop their critical thinking skills by learning about logic, reasoning, and argumentation within the context of research. Students then conduct a literature review in a field of interest, design a research question, and use appropriate methods of inquiry to investigate their question. They document their process in an Extended Investigation Journal and critically evaluate their research method and findings. Students present their research in the form of a written report. They then defend their research in front of a non-specialist, educated audience in the form of an oral presentation and question-answer session.

This subject will run for the full year and so counts as two semester electives. Students must have a recommendation from their English teacher. Introduction to Extended Investigation is not an accredited VCE Unit.

Year 12 Extended Investigation

Unit 3 – Designing an extended investigation

In this unit students develop skills in question construction and design, explore the nature and purpose of research and various research methodologies, critically review research literature and identify a specific research question. Students undertake initial research and document their progress in their Extended Investigation Journal. They use their Journal to record the progressive refinement of a selected area of interest and the distillation of an individual research question. The research question is formally lodged with the VCAA during Term 1 on a date published annually. Underpinning the student's preparatory work for their investigation is the development and application of critical thinking skills. While the critical thinking component of this study is located in Area of Study 3, it is assumed and expected that students will develop and utilise these skills throughout Unit 3 in the context of developing their individual investigation and continue to exercise them in Unit 4.

Unit 4 – Presenting an extended investigation

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

Assessment

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC), a Critical Thinking Test and an Externally-assessed Task as specified in the VCE study design.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. Percentage contributions to the study score in VCE Extended Investigation are as follows:

Levels of Achievement

Unit 3		Unit 4	
School-assessed Coursework:	30 %	Externally-assessed Written Report:	60 %
Critical Thinking Test:	10 %	Externally-assessed Oral Presentation:	40 %

For further information please see the [VCAA Extended Investigation Study Design](#)

Rationale

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

Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality

Unit 1 – Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Unit 2 – Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Unit 3 – Food in daily life

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements.

Unit 4 – Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Entry

There are no prerequisites for Units 1, 2 and 3. Unit 3 must be undertaken prior to studying Unit 4.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework, school-assessed task and an end-of-year examination.
	Unit 3 school-assessed coursework: 30%
	Unit 4 school-assessed coursework: 30%
	Units 3 and 4 examination 60%

Please note: The fees outlined for these units of study covers the cost of the ingredients used by individual students in class. If the fee is not paid, students will be expected to supply their own ingredients (\$100 per Semester).

For further information please see the [VCAA Food Studies Study Design](#).



Rationale

This study focuses on the geography of place and change. Geographers investigate the changing patterns of place using a range of geographical resources and skills. They observe, describe, explain and analyse patterns of phenomena which affect places at or near the surface of the Earth.

Structure

The study is made up of four units.

Unit 1 – Hazards and Disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2 – Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries. The Asia and the Pacific hosts 23 per cent of international arrivals. The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for one in every twelve jobs globally and generates around 5 per cent of its GDP. (UNTWO Annual Reports 2011–2013).

The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

Unit 3 – Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

Unit 4 – Human Population – Trends and Issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

Entry

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

There is a compulsory fieldwork component in Units 1, 2 and 3.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2

Individual school decision on levels of achievement.

Unit 3 and 4

School-assessed coursework and examinations	
Unit 3 school-assessed coursework:	25 %
Unit 4 school-assessed coursework:	25 %
Units 3 and 4 examination:	50 %

For further information please see the [VCAA Geography Study Design](#)



Rationale

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including 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.

Structure

The study is made up of four units.

Unit 1 – Understanding Health and Wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2 – Managing Health and Development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3 – Australia's Health in a Globalised World

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

HEALTH AND HUMAN DEVELOPMENT *CONTINUED...*

Unit 4 – Health and Human Development in a Global Context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Entry

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

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2

Individual school decision on levels of achievement.

Unit 3 and 4

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

Unit 3 school-assessed coursework:	25 %
Unit 4 school-assessed coursework:	25 %
Units 3 and 4 end of year examination:	50 %

For further information please see the [VCAA Health and Human Development Study Design](#)



Rationale

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records. The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

Structure

The study is made up of four units

Unit 1 – Change and conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Unit 2 – The changing world order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

Units 3 and 4 – Year 12 History

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society.

The Revolutions studied are France and Russia.

Entry

There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and an end-of-year examination.
	Unit 3 school-assessed coursework: 25 %
	Unit 4 school-assessed coursework: 25 %
	Units 3 and 4 examination: 50 %

For further information please see the [VCAA History Study Design](#)

Rationale

In contemporary Australian society there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers.

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.

Structure

The structure is made up of four units.

Unit 1 – Guilt and Liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation.

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2 – Sanctions, Remedies and Rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 3 – Rights and Justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4 – The People and the Law

The study of Australia’s laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Entry

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

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and an end-of-year exam
	Unit 3 school-assessed coursework: 25 %
	Unit 4 school-assessed coursework: 25 %
	Units 3 and 4 examination: 50 %

For further information please see the [VCAA Legal Studies Study Design](#)



Rationale

Literature involves the study and enjoyment of a wide range of literary texts - classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate and give insight into the nature of experience. Literature is an interactive study between the text, the social, political and economic context in which the text was produced, and the experience of life and of literature that the reader brings to the text.

Structure

The study is made up of 4 units.

Unit 1 – Approaches to Literature

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

Unit 2 – Context and Connections

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

Unit 3 – Form and Transformation

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Unit 4 – Interpreting Texts

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

Entry

There is 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 of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School assessed coursework and an end-of-year examination
	Unit 3 school-assessed coursework: 25 %
	Unit 4 school-assessed coursework: 25 %
	Units 3 and 4 examination: 50 %

For further information please see the [VCAA Literature Study Design](#)

Rationale

Mathematics is the study of relationships and patterns in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, applying, investigating, modelling and problem solving.

Units 1 and 2 – 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. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'

Units 1 and 2 – Mathematical Methods (CAS)

These units are designed as preparation for Mathematical Methods Units 3 and 4 and Specialist Mathematics Units 3 and 4.

The areas of study are 'Functions and graphs', 'Algebra', 'Rates of change and calculus' and 'Probability'. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Specific use is made of computer algebra system (CAS) technology in the teaching and learning of content for this course.

Entry

For Unit 1 a minimum of a "C" Grade in Year 10 Maths Methods is expected.

Units 1 and 2 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. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

Entry

A strong performance in Year 10 Maths Methods. Students studying Specialist Mathematics Units 1 and 2 are strongly recommended to also be studying Mathematical Methods.

Units 3 and 4 – Further Mathematics

Further Mathematics consists of four areas of study: 'Data Analysis', 'Recursion and financial modelling', 'Matrices', and 'Geometry and measurement'. Further Mathematics is designed to be widely accessible and provide general preparation for employment or further study, in particular, where data analysis, recursion, and number patterns are important.

Entry

General Mathematics Units 1 and 2 are expected.

Units 3 and 4 – Mathematical Methods (CAS)

Mathematical Methods CAS Units 3 and 4 consists of the following areas of study: 'Functions and Graphs', 'Calculus', 'Algebra' and 'Probability'. These areas of study are covered in a progression from Unit 3 to Unit 4.

Entry

Mathematical Methods (CAS) Units 1 and 2 are expected.

Units 3 and 4 – Specialist Mathematics

Specialist Mathematics consists of the following areas of study: ‘Functions, relations and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors in two and three dimensions’ and ‘Mechanics’. The course content focuses on mathematical structure and proof and is covered in a progression from Unit 3 to Unit 4.

Entry

Mathematical Methods (CAS) Units 1 and 2 and General Mathematics Advanced Units 1 and 2 are expected.

Note: Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, Mathematical Methods (CAS) Units 3 and 4.

Assessment – Satisfactory Completion

Satisfactory Completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and two end of year examinations as follows:
	Further Maths
	Unit 3 school-assessed course work: 20 %
	Unit 4 school-assessed course work: 14 %
	Exam 1 (technology active): 33 %
	Exam 2 (technology active): 33 %
	Mathematical Methods (CAS)
	Unit 3 school-assessed course work: 20 %
	Unit 4 school-assessed course work: 14 %
	Exam 1 (technology free): 22 %
	Exam 2 (technology active): 44 %
	Specialist Maths
	Unit 3 school-assessed course work: 14 %
	Unit 4 school-assessed course work: 20 %
	Exam 1 (technology free): 22 %
	Exam 2 (technology active): 44 %

For further information please see the following VCE Study Designs:

[General Mathematics](#) (outline of all mathematics units offered)

[Further Mathematics](#)

[Mathematical Methods](#)

[Specialist Mathematics](#)

Rationale

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students investigate the nature of film, television, print, advertising and social media 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 own media representations, narratives and products.

VCE Media supports students to develop 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 for participation in and contribution to contemporary society.

This study leads to pathways for further 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 and photography.

Structure

The study is made up of four units.

Unit 1 – Media Forms, Representations and Australian Stories

In this unit students develop an understanding of audiences and the construction of representations and meaning in the media. They explore media codes and conventions and the construction of meaning in media products. Students develop research skills to investigate narratives, focusing on production genre and style.

Students also work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media, and how they contribute to the communication of meaning.

Unit 2 – Narrative Across Media Forms

In this unit students further develop an understanding of the concept of narrative in the media. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of media technologies, examining a range of media and the effects of convergence and hybridisation on audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate the structures and media codes and conventions appropriate to the media form.

Unit 3 – Media Narratives and Pre-production

In this unit students explore stories that circulate in society through media narratives. Students assess how audiences from different periods of time and contexts are engaged by, consume and read the media.

Students use the pre-production stage of the media production process to design the production of a media product for a specialised audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress.

Unit 4 – Media Production and Issues in the Media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. Students develop a media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Entry

There is no pre-requisite for entry into Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School Assessed coursework, school assessed task and end of year examination.
	Unit 3 school assessed course work: 10 %
	Unit 4 school assessed course work: 10 %
	Unit 3 and 4 school assessed task: 40 %
	Unit 3 and 4 end of year examination: 40 %

For further information please see the [VCAA Media Study Design](#).



Rationale

Music Performance can either be undertaken as a member of a group or as a solo instrumentalist. Students who undertake this study at the College are required to undertake 35-minute music lessons, which incur a cost of \$200 for the year. Students who undertake this study are encouraged to purchase their own instrument. Instruments that the College caters for are inclusive of all woodwind, brass and percussion instruments, as well as voice, piano, guitar and bass guitar.

Music Performance Units 1 to 4 aims to broaden and enrich students' musical experience, to assist students to develop personal awareness of the expressive and aesthetic qualities of music and to encourage a life-long engagement with music and music making.

Music performance involves a broad range of knowledge of the music work/s being performed including their structure, style and context and their expressive qualities. Performance also requires the use of an instrument to interpret and realise the work, and knowledge and understanding of how to use an instrument/s to produce and manipulate sound. Performers use musicianship skills along with instrumental techniques to present musically engaging performances.

Through research and analysis of performances by leading practitioners, students become aware of ways that performance conventions, musical nuance and effective communication between performers and audience can facilitate engaging, exciting and meaningful performances. Students expand their musical vocabulary and develop language to articulate their awareness and understanding of the impact that interpretative decisions have on the music they perform, listen to and analyse.

Structure

The study is made up of four units.

Unit 1

In this area of study students prepare performances by selecting, researching and learning solo and group works. They perform regularly in a variety of contexts and use these performances to explore ways of expressively shaping their chosen works and communicating their artistic intentions to an audience. They develop their individual instrumental and musicianship skills through regular practice and develop group skills through rehearsal and performance opportunities with other musicians and different audiences.

Unit 2

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 3

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 4

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

Entry

To undertake Units 1 and 2 it is recommended that students have successfully completed Year 10 music.

To undertake Units 3 and 4 Solo Performance students should have four years' experience prior to Year 11 on a musical instrument or voice and have reached the level of AMEB music theory grades 1 and 2. Students are required to participate in the College's bands, orchestras or choirs. Students must undertake Unit 3 prior to undertaking Unit 4. Levies are applicable for students who undertake this subject.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and two end-of-year examinations.
	Unit 3 school-assessed coursework: 20 %
	Unit 4 school-assessed coursework: 10 %
	Units 3 and 4 aural and written exam: 20 %
	Units 3 and 4 performance exam: 50 %

For further information please see the [VCAA Music Study Design](#)

Rationale

Philosophy provides students with the opportunity to read and understand some powerful ideas that have shaped our culture. Philosophy grapples with some of the most profound questions, such as: What is the nature of reality? Is it possible to attain absolute certainty about anything? Are right and wrong simply matters of culture? Is it rational to have religious beliefs? Studying philosophy develops the ability to clarify concepts, analyse problems and construct reasonable, coherent arguments.

Structure

The study is made up of 4 units

Unit 1 – Existence, Knowledge and Reasoning

What is the nature of reality? How can we acquire certain knowledge? This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of techniques of logic are central to this unit.

Unit 2 – Questions of Value

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit invites students to explore these questions in relation to different categories of value judgment within the realms of morality and aesthetics. Students develop their ability to apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments.

Unit 3 – Minds, Bodies and Person

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates.

Unit 4 – The Good Life

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life.

Entry

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

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and an end-of-year examination.
	Unit 3 school-assessed coursework: 25 %
	Unit 4 school-assessed coursework: 25 %
	Units 3 and 4 - examination: 50 %

For further information please see the [VCAA Philosophy Study Design](#)

Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Structure

The study is made up of four units.

Unit 1 – The Human Body in Motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2 – Physical Activity, Sport and Society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Unit 3 – Movement Skills and Energy for Physical Activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4 – Training to Improve Performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Entry

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

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and an end-of-year examination.
	Unit 3 school-assessed coursework: 25 %
	Unit 4 school-assessed coursework: 25 %
	Units 3 and 4 examination: 50 %

For further information please see the [VCAA Physical Education Study Design](#)



Rationale

The study of Physics, has led to developments, which have profoundly influenced the world. This study covers the areas that traditionally are the basis of courses at this level, with an emphasis on the foundation areas of mechanics and electricity. A contextual approach to the study has been adopted so that students appreciate the relevance of physics to the physical, technological and social worlds.

Structure

The study is made up of four units. Units 3 and 4 are to be taken as a sequence. The development of practical skills is an essential part of all units.

Unit 1 – What Ideas Explain The Physical World?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Unit 2 – What Do Experiments Reveal About The Physical World?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Unit 3 – How Do Fields Explain Motion And Electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Unit 4 – How Can Two Contradictory Models Explain Both Light And Matter?

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

PHYSICS CONTINUED...

Units 1 and 2
Units 3 and 4

Entry

For Unit 1 a minimum of a "C" Grade in Year 10 Maths Methods is expected. Students are advised to take Unit 1 and 2 before Unit 3. Students who enter the study at Unit 3 should be willing to undertake some preparation as specified by the teacher. Students must undertake Unit 3 prior to Unit 4.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and end-of-year examination
	Unit 3 school-assessed coursework (not including assessment of the detailed study): 16 %
	Unit 4 school-assessed coursework (including Assessment of the detailed study): 24 %
	Units 3 and 4 examination: 60 %

For further information please see the [VCAA Physics Study Design](#)



Rationale

Psychology is the scientific study of mental processes and behaviour in humans. The interaction between the biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour are studied.

Structure

The study is made up of four Units

Unit 1 – How Are Behaviour And Mental Processes Shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2 – How Do External Factors Influence Behaviour And Mental Processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Unit 3 – How Does Experience Affect Behaviour And Mental Processes?

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory

Unit 4 – How Is Wellbeing Developed And Maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Entry

There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at unit 3 may need to undertake preparatory work.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and end-of-year examination
	Unit 3 school-assessed coursework: 20 %
	Unit 4 school-assessed coursework: 20 %
	Units 3 and 4 examination: 60 %

For further information please see the [VCAA Psychology Study Design](#)



Rationale

The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of 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 encourages and supports students to recognize their individual potential as artists and develop their understanding and development of art making.

Structure

The study is made up of four units.

Unit 1 – Studio Inspiration and Techniques

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

Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Unit 2 – Studio Exploration and Concepts

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

Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art.

Unit 3 – Studio Practices and Processes

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. For this study, the exploration proposal supports the student to identify a direction for their studio process. This process records trialing, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques.

Unit 4 – Studio Practice and Art Industry Contexts

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

This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions.

Entry

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

Levels of Achievement

Units 1 and 2

Individual school decision on levels of achievement.

Unit 3 and 4

School-assessed tasks and an end-of-year examination

Units 3 and 4 school-assessed coursework: 10 %

Units 3 and 4 school-assessed task: 60 %

End-of-year examination: 30 %

For further information please see the [VCAA Studio Arts Study Design](#)



Rationale

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electrotechnological engineered systems.

The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications.

VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

Structure

The study is made up of four units.

Unit 1 – Mechanical Systems

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term ‘mechanical systems’ includes systems that utilise all forms of mechanical components and their linkages.

Unit 2 – Electrotechnological Systems

In this unit students study fundamental electrotechnological engineering principles. The term ‘electrotechnological’ encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems.

Unit 3 – Integrated and Controlled Systems

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Unit 4 – Systems Control

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Entry

There are no prerequisites for Units 1 and 2. Students should take Unit 2 prior to Unit 3 and Unit 3 prior to Unit 4.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and examinations
	School-assessed Coursework: 20 %
	School-assessed Task: 50 %
	End-of-year examination: 30 %

For further information please see the [VCAA Systems Engineering Study Design](#)

Rationale

Theatre Studies focuses on the interpretation of playscripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft including acting, to study the nature, diversity and characteristics of theatre as an art form. Throughout the study students work with playscripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre.

This knowledge is applied through use of stagecraft to collaboratively interpret playscripts in performance. Through contribution to the production of plays and performance of a monologue, students also develop knowledge and understanding of theatrical styles. This knowledge and understanding is further developed by analysis and evaluation of their own productions and productions by professional theatre practitioners.

Structure

The study is made up of four units.

Unit 1 – Pre-modern Theatre

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance.

Unit 2 – Modern Theatre

In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

Unit 3 – Playscript Interpretation

In this unit students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the playscript in the performance.

Unit 4 – Performance Interpretation

In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene.

Entry

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

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2

Individual school decision on levels of achievement.

Unit 3 and 4

In the study of VCE Theatre Studies students' level of achievement will be determined by school-assessed coursework, a performance examination and a written examination.

Percentage contributions to the study score in VCE Theatre Studies are as follows:

Units 3 and 4 school-assessed coursework:	45 %
End-of-year performance examination:	25 %
End-of-year written examination:	30 %

For further information please see the [VCAA Theatre Studies Study Design](#)

Rationale

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches 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.

Structure

The study is made up of four units.

Unit 1 – Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practice their ability to draw what they observe and they use visualization drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

Unit 2 – Applications of Visual Communication within Design Fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation-drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design-thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 10 and 11 as a means of organizing their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Unit 3 – Visual Communication Design Practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

VISUAL COMMUNICATION DESIGN *CONTINUED...*

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualization drawings to generate a wide range of design ideas and apply design-thinking strategies to organize and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

Unit 4 – Visual Communication Design Development, Evaluation and Presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Assessment – Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit as well as individual school decision on levels of achievement.

Levels of Achievement

Units 1 and 2	Unit 3 and 4
Individual school decision on levels of achievement.	School-assessed coursework and an end-of-year examination.
	Unit 3 school-assessed coursework: 25 %
	Units and 4 school-assessed task: 40 %
	End-of-year examination: 35 %

For further information please see the [VCAA Visual Communication Design Study Design](#)

Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a Senior School qualification designed to provide additional pathways for Year 11 and 12 students interested in vocationally orientated career options such as traineeships, apprenticeships, diplomas and advanced diplomas, and employment. It is an alternative pathway to the VCE but provides a wider range of education and training pathways. It offers a different style of learning where students learn through practical activities, work and community partnerships. On the completion of Year 12 Senior VCAL, students can take one of two pathways. They can commence an apprenticeship or traineeship or they can continue with their studies at TAFE. Successful completion of many TAFE courses allows students to commence further studies either at university or TAFE.

Students are not required to complete exams and are not issued with an ATAR score.

In 2022 VCAL will be offered at three Certificate levels — Foundation, Intermediate and Senior, depending upon the level that matches the student's needs and abilities. Students will attend school for 3 days per week, VET one day a week and structured workplace learning one day a week.

VCAL has four compulsory strands:

- Literacy and Numeracy Skills
- Personal Development Skills
- Work Related Skills
- Industry Specific Skills (VET)

Literacy, Numeracy, Work Related and Personal Development strands are delivered through a program run at the College. The Industry Specific Skills are delivered through enrolment in a VET course. Students must be enrolled in a VET course and undertake a structured workplace learning arrangement in order to qualify for their VCAL certificate.

VCAL Requirements

The VCAL is normally a two-year course of study.

Satisfactory Completion of the VCAL

Students must satisfactorily complete at least 10 units in order to be awarded the VCAL. Included in these 10 units must be:

At least one credit from each of the VCAL curriculum strands:

- Literacy
- Numeracy
- Personal Development
- Work Related Skills
- Industry Specific Skills (VET)

At least six credits at the certificate level, including one credit each in Literacy and Personal Development.



Course Information

Literacy

The purpose of the literacy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate.

Literacy skills include reading, writing and oral communication skills.

Numeracy

The purpose of the numeracy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community.

Numeracy skills corresponding with these social contexts include mathematical knowledge and techniques, financial literacy, planning and organising, measurement, data, representation, design, problem-solving, using software tools and devices, and further study in mathematics or related fields.

Personal Development

Personal Development involves students exploring the concepts of teamwork, project organisation, self-management, leadership and responsibility. Students undertake and develop the knowledge and skills that lead to personal and social responsibility, building community, civic responsibility, improving self-confidence and resilience.

Students will engage in a community partnership where they will work with people outside the school community.

Work Related Skills

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

The Work Related Skills units are designed to develop students' critical thinking and planning skills, awareness of occupational health and safety and develop and apply transferable skills for work related contexts.

Students must complete 200 hours of Structured Workplace Learning each year in their VET area of study in order to meet the requirements of this subject.

Industry Specific Skills

The purpose of Industry Specific Skills is to enable the development of skills, knowledge and attitudes related to a vocational pathway in preparation for progression to further learning or employment. There are no VCAL units within the Industry Specific Skills strand. Curriculum selected for this strand are drawn from nationally recognised Certificates or Training Package qualifications (VET). VET programs provide students with a range of experiences within a particular industry sector to assist students to make informed decisions for pathway choices and to promote the student's employability skills.

Structured Workplace Learning

As part of students 2-year VCAL Program all students must undertake a minimum of 400 hours in a Structured Workplace Learning arrangement in their VET area of study. You will be required to attend a SWL arrangement one day a week, on either a Tuesday or Thursday.

The purpose of the SWL arrangement is to apply the skills that you have learnt in the classroom to 'real life' situations. It will also give you the chance to learn more about the industry and get a feel for the types of environments and people you will be working with.

It is important that you take an active role in organising your SWL arrangement, after all you're the one going out into the workforce! You will need to discuss ideas and options that you may have for your placement with the Victoria University Secondary College Careers Team. It is a good idea to start thinking about the types of places that you would like to experience and start applying as soon as possible. Family, friends and clubs are an excellent source of information. Let them know that you are looking for a work placement; you never know what contacts they may have.

Finding Your Own Structured Work Placement

There are a number of ways of finding a work placement:

1. Your personal network

Ask your immediate family, or your extended family. Talk to other people that you know, neighbours, friends of your parents, people your parents/guardians work with, etc.

2. The neighbourhood

It is often worth your while to walk around the area you live in and look at the businesses which are closest to you. Walk in and ask the staff if they are willing to take you on. If you are nervous about going in on your own, take down the organisation details (name, address and phone number) and pass them on to your School Work Placement Coordinator.

3. The internet and phone book

Use the internet/phone book - make a list of companies to call that you're interested in.

Contacting an Employer

There are a number of ways to contact an employer:

1. Send them a letter requesting a work placement

The letter should always be typed and include the following:

- Correct spelling of the employer's name, title and company
- Correct grammar and punctuation
- Limited to one page
- Accompanied by a resume

2. Cold calling the employer

Using the telephone is an important skill in searching for jobs for the following reasons:

- A lot of employers prefer this method of contact
- You have a better chance of getting through to the decision maker
- It is faster and more efficient than door knocking or writing a letter
- You don't have to dress up to use the telephone
- If you wish you can use a script or prompts to help you

When using a phone, use the following tips to help you:

DO's

- Investigate the organisation or business before you make contact
- Make a list of 5 to 10 people or companies to phone before you begin
- The first call is the hardest. It will get easier. Don't waste time start now
- Be prepared – have your script, pen, paper and possible questions
- Know what you are going to say - practice, practice, practice
- Use names - your own, the receptionists and the employer (write them down)
- Be friendly and co-operative
- Speak clearly and concisely
- Sound confident but not overly confident
- If you don't get the response you like be polite, thank them and quietly hang up
- Turn off the television and music so there is not a lot of background noise and distraction while you are on the telephone

Helping students get a career HEADSTART

/HEADSTART is putting a student into the workforce while they are still in school by starting a part-time apprenticeship or traineeship.

Courses available

You can choose Apprenticeships and Traineeship courses in key industries such as building & construction, community services & health, business & primary industries.

How **/HEADSTART** works with schools

Depending on what your employer needs, you will go to school some days and work on the other days. At a minimum, you will undertake paid employment for:

- One day a week in Yr 10
- 2 days a week in Yr 11
- 3 days a week in Yr 12

What do you get?

- A **/HEADSTART** Pathway Plan tailored to the specific needs of you and your employer
- One-to one support from a **/HEADSTART** Coordinator to keep you on the right track
- Quality RTO Cert III training
- A VCAL certificate
- Significant progress towards, or completion of, a Certificate III trade qualification
- Part-time employment that transitions to full time when you complete Year 12.

Talk to the Careers Team to find out what programs are available and how to apply for **/HEADSTART** .

Fees may apply to cover the costs of tuition & service fees, equipment, clothing and tools.

/HEADSTART

THE
EDUCATION
STATE

VICTORIA
State
Government

Vocational Education and Training (VET)

What is VET?

Vocational Education and Training (VET) courses provide an opportunity for students to gain a nationally recognised vocational qualification as part of either the VCE or VCAL. Scored VET subjects (courses that have a final exam) receive a study score for Units 3 and 4 studies that contributes to the ATAR. VET subjects that have 3–4 sequence, but don't have an exam, provide VCE students with 10% bonus of their primary four subjects. Block credit recognition is available for subjects which are not scored.

Where are the courses held?

VET courses are delivered by a Registered Training Organisation, such as a TAFE, and may include a Structured Workplace Learning Placement component, where students demonstrate acquired skills and knowledge in an industry setting. The VET course may be delivered at a TAFE or a host school.

Features of VET

VET:

- Is a two year program combining general VCAL or VCE studies and accredited vocational education and training
- Enables students to complete a nationally recognised vocational qualification and senior studies at the same time
- Focuses on students developing industry specific and workplace skills
- Is a vocationally orientated program designed to meet the needs of industry
- Programs count towards VCE and VCAL programs
- Programs can contribute to the ATAR score, either as a 10% increment or as a Study Score derived from course work tasks and an end of year examination
- Prepares students for the workforce
- Programs articulate directly into further education and training at TAFE

Is there an additional cost to complete a VET course?

From the start of the 2022 school year, Government schools will no longer request payments from parents for essential learning materials for VET studies.

Parents may choose to purchase additional items or items beyond those required by the school. For example, if parents choose to purchase a more expensive brand or additional item intended to be kept by the student, or travel or excursions such as celebratory functions.

VET Attendance Policy

In order to successfully complete the course students are expected to attend all vet classes. Students are permitted two absences (8 hours) a semester or four (16 hours) for the year. An additional two approved absences will be allowed for school camps, excursions or illness with a medical certificate

What courses are accessed through the Brimbank VET Cluster (BVC)

Depending on student demand the following VET programs are offered.

VET PROGRAMS IN 2022

- Certificate II and III in Acting (Screen)
- Certificate II and III in Allied Health Assistance
- Certificate II and III in Applied Fashion and Design
- Certificate II in Automotive Vocational Preparation
- Certificate III in Beauty
- Certificate II in Building and Construction
- Certificate II and III in Business - Administration
- Certificate II and III in Community Services
- Certificate II in Dance
- Certificate II in Electrotechnology Studies
- Certificate II in Engineering Studies
- Certificate II in Furniture Making
- Certificate II in Furnishing - Picture Framing
- Certificate III in Health Services Assistance
- Certificate II in Horticulture
- Certificate II and III in Hospitality
- Certificate III in Information Digital Media and Technology
- Certificate III in Kitchen Operations
- Certificate III in Laboratory Skills
- Certificate II in Make-Up
- Certificate III in Music Industry: Music Performance Specialisation
- Certificate III in Music Sound Production
- Certificate II in Plumbing
- Certificate III in Retail Baking
- Certificate II in Salon Assistance
- Certificate III in Screen Media
- Certificate II in Signage and Graphics
- Certificate II in Small Business Management
- Certificate III in Sport and Recreation (Fitness Focus)

Please note that only VCAL students can enrol in VET courses offered in the Brimbank VET Cluster. VCE students may undertake VET programs offered at VUSC only. Please refer to the VET Cluster Handbook for full course details.

Due to arrangements with other institutions, there is limited availability of some VET courses after 1 May. Late enrolments to VET Programs (after 1 May) must be individually approved by the VET Leader and may not be available in all cases.

Which VET courses are offered at Victoria University Secondary College?

Certificate II Building and Construction	<i>Trade Training Centre, Cairnlea</i>
Certificate II Electrotechnology (pre vocational)	<i>Trade Training Centre, Cairnlea</i>
Certificate III in Health Service Assistance	<i>Victoria University Secondary College, Senior Campus</i>
Certificate III in Sport and Recreation – Fitness Focus	<i>Victoria University Secondary College, Senior Campus</i>
Certificate III in Sport and Recreation – Rugby Focus	<i>Victoria University Secondary College, Senior Campus</i>
Certificate III Information, Digital Media and Technology (partial completion)	<i>Victoria University Secondary College, Senior Campus</i>
Certificate II in Business Administration	<i>Victoria University Secondary College, Senior campus</i>



Future Pathways – Create The Future

Business Studies Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Accounting
- Business Administration
- Banking and Finance
- Human Resource Management
- Marketing and Sales
- Legal Studies

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Accounting (Units 1–4)	Studio Arts
Economics (Units 1–4)	History
Legal Studies (Units 1–4)	Psychology
Business Management (Units 1–4)	Chinese
Applied Computing (Units 1–4)	Visual Communication Design
Mathematics (Units 1–4)	

VCAL Course

VCAL students who wish to pursue this pathway should consider the VET Courses below and select an appropriate industry specific work placement.

VET Courses

Choose From	Other Suggested Units
Certificate II and III in Business	Certificate II in Signage (Sign Writing)
Certificate II in Information Digital Media and Technology	Certificate II in Signage and Graphics
Certificate II in Small Business Management	

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Accountant	Cert IV in Accounting	Bachelor of Business (Accountancy)
Human Resources Officer	Cert IV in Banking Services	Bachelor of Business
Market Researcher	Diploma of Accounting	Bachelor of Business (Event Management)
Stockbroker	Diploma of Tertiary Studies (Business)	Bachelor of Business (Sports Management)
Real Estate Agent	Diploma of International Business	Bachelor of Commerce (Economics and Finance)
Occupational Health and Safety Officer		Arts/Global Studies
Sports Administrator		Bachelor of Business/Bachelor of Information Technology

Before finalising units

Check prerequisites using the VTAC search tool: www.vtac.edu.au and/or make an appointment with the Careers team.

Behavioural Science Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Health Promotion
- Community Services
- Occupational Therapy
- Counselling/Welfare
- Criminology
- Social Worker
- Psychology
- Child Care
- Nursing

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Psychology (Units 1–4)	Physical Education
Biology (Units 1–4)	Chinese
Mathematics (Units 1–4)	Applied Computing
Health and Human Development (Units 1–4)	

VCAL Course

VCAL students who wish to pursue this pathway should consider the VET Courses below and select an appropriate industry specific work placement.

VET Courses

Choose From	Other Suggested Units
Certificate III in Children's Services	Certificate II and III in Allied Health Assistance
Certificate II and III in Community Services	Certificate II in Health Services Assistance

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Criminologist	Cert IV in Justice	Bachelor of Social Work/Bachelor of Social Science
Social Worker	Diploma of Justice	Bachelor of Health Science
Psychologist	Diploma of Youth Work	Bachelor (Honours) in Psychology
Child Care Worker	Diploma of Early Childhood Education and Care	Bachelor of Nursing
Nursing		Bachelor of Forensic Science/Criminology
Youth Worker		
Police Officer		

Before finalising units

Check prerequisites using the VTAC search tool: www.vtac.edu.au and/or make an appointment with the Careers team.

Community and Welfare Studies Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Social Work
- Police Force
- Interpreting
- Youth Work
- Psychology
- Legal Studies
- Primary Teaching
- Welfare Studies
- Religious Studies

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Psychology (Units 1–4)	Computing
Physical Education (Units 1–4)	Mathematics
Health and Human Development (Units 1–4)	Chemistry
Legal Studies (Units 1–4)	Biology
History (Units 1–4)	Chinese
Philosophy (Units 1–4)	

VCAL Course

VCAL students who wish to pursue this pathway should consider the VET Courses below and select an appropriate industry specific work placement.

VET Courses

Choose From	Other Suggested Units
Certificate III in Children's Services	Certificate III in Sport and Recreation - Fitness Focus
Certificate II and III in Community Services	
Certificate II and III in Allied Health Assistance	
Certificate II in Health Services Assistance	

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Police Officer	Cert IV in Justice	Bachelor of Social Work/ Bachelor of Social Science
Social Worker	Diploma of Justice	Bachelor of Health Science
Psychologist	Diploma of Youth Work	Bachelor (Honours) in Psychology
Child Care Worker	Diploma of Early Childhood Education and Care	Bachelor of Nursing
Recreation Officer	Diploma of Conservation and Land Management	Bachelor of Forensic Science/ Criminology
Youth Worker		Bachelor of Social Science (Youth Work)

Before finalising units

Check prerequisites using the VTAC search tool: www.vtac.edu.au and/or make an appointment with the Careers team.

Design and Construction Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Carpentry and Joinery
- Pattern Making
- Plumbing
- Metal Founding
- Building Construction
- Technology Design Furniture Technology
- Drafting

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Mathematics (Units 1–4)	Business Management
Visual Communication Design (Units 1–4)	Legal Studies
Applied Computing (Units 1–4)	Studio Arts
	Physics

VCAL Course

VCAL students who wish to pursue this pathway should consider the VET Courses below and select an appropriate industry specific work placement.

VET Courses

Choose From	Other Suggested Units
Certificate II in Building and Construction	Certificate II in Signage (Sign Writing)
Certificate II in Information, Digital Media and Technology	Certificate II in Signage and Graphics
Certificate II in Furnishing	

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Carpentry	Cert III in Plumbing	Bachelor of Architectural Design
Plumbing	Certificate IV in Residential Drafting	Bachelor of Design
Drafting	Diploma of Building and Construction (Building)	Bachelor of Engineering (Civil)
Interior Designer	Advanced Diploma of Building Design (Architectural)	Bachelor of Landscape Architectural Design
Building and Construction	Advanced Diploma of Engineering Technology	Bachelor of Building Surveying
	Diploma of Jewellery and Object Design	Bachelor of Mechanical Engineering/Bachelor of Industrial Design

Before finalising units

Check prerequisites using the VTAC search tool: www.vtac.edu.au and/or make an appointment with the Careers team.

Electronic / Electrical Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Electrician
- Engineer
- Electrical Engineer
- Electrical Mechanic

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Physics (Units 1–4)	Visual Communication Design
Mathematics (Units 1–4)	Chemistry
Applied Computing (Units 1–4)	Business Management
Systems Engineering (Units 1–4)	

VCAL Course

VCAL students who wish to pursue this pathway should consider the VET Courses below and select an appropriate industry specific work placement.

VET Courses

Choose From	Other Suggested Units
Certificate II Integrated Technology - Telecommunication Cabling	Certificate III Information, Digital Media and Technology - partial completion
Certificate II in Automotive Technology	Certificate III in Music Technical Production
Certificate II in Aeroskills (Avionics)	
Certificate II in Electrical	
Certificate II in Electrotechnical Studies	
Certificate II in Engineering	

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Electrician	Cert IV in Programming	Bachelor of Computer Science
Engineer	Cert IV in Sound Production	Bachelor of Engineering
Network Engineer	Diploma of Screen and Media	Bachelor of Aerospace Engineering
Mechatronic Engineer	Advanced Diploma of Engineering Technology-Electrical	Bachelor of Information Technology
Security System Technician	Advanced Diploma of Engineering (Aeronautical)	Bachelor of Science(Physics)/ Bachelor of Engineering (Telecommunications Engineering)
Film and Television Lighting Operator	Advanced Diploma of Electronics and Communications Engineering	

Before finalising units

Check prerequisites using the VTAC search tool: www.vtac.edu.au and/or make an appointment with the Careers team.

Graphic Design and Art Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Graphic Design
- Interior Design
- Finished Art
- Printing
- Art/Photography
- Signwriting
- Visual Merchandising
- Fashion Design

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Studio Arts (Units 1–4)	Business Management
Visual Communication Design (Units 1–4)	
Media (Units 1–4)	
Applied Computing (Units 1–4)	
Mathematics (Units 1–4)	

VCAL Course

VCAL students who wish to pursue this pathway should consider the VET Courses below and select an appropriate industry specific work placement.

VET Courses

Choose From	Other Suggested Units
Certificate II and III in Media	Certificate II and III in Applied Fashion and Design
Certificate III in Signage (Sign Writing)	Certificate II and III in Picture Framing
Certificate II in Signage and Graphics	

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Signwriter	Cert IV in Sound Production	Bachelor of Screen Media
Fashion Designer	Cert IV in Applied Fashion Design and Technology	Bachelor of Fashion and Business
Photographer	Diploma of Screen and Media	Bachelor of Fashion Design (Honours)
Visual Merchandiser	Diploma of Digital Media Technologies	Bachelor of Architectural Design
Museum Curator	Diploma of Interactive Digital Media	Bachelor of Design
Interior Decorator		
Architect	Diploma of Fashion Styling	

Before finalising units

Check prerequisites using the VTAC search tool: www.vtac.edu.au and/or make an appointment with the Careers team.

Humanities Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Journalism
- Local Government
- Media Studies
- Librarian
- Language Studies
- Video Production
- Law
- Politics
- Photography

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
History (Units 1–4)	Physical Education
Legal Studies (Units 1–4)	Psychology
Studio Art (Units 1–4)	Studio Arts
Geography (Units 1–4)	Visual Communication Design
Philosophy (Units 1–4)	Applied Computing
	Mathematics
	Chinese

VCAL Course

VCAL students who wish to pursue this pathway should consider the VET Courses below and select an appropriate industry specific work placement.

VET Courses

Other Suggested Units
Certificate II and III in Community Services

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Politician	Cert IV in Liberal Arts	Bachelor of Arts
Photographer	Cert IV in Professional Writing and Editing	Bachelor of Arts (International Studies)
Librarian	Diploma of Screen and Media	Bachelor of Screen Media
Local Government	Diploma of Digital Media Technologies	Bachelor of Communication (Journalism)
Historian	Diploma of Media and Communication	Bachelor of Communication (Public Relations)
Journalism		Bachelor of Sports Media

Before finalising units

Check prerequisites using the VTAC search tool: www.vtac.edu.au and/or make an appointment with the Careers team.

Information Technology Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Computer Programming
- Computer Operator
- Accounting
- Data Processing
- Management Communications

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Applied Computing (Units 1–4)	Visual Communication Design
Mathematics (Units 1–4)	Legal Studies
Physics (Units 1–4)	Psychology
Accounting (Units 1–4)	

VCAL Course

VCAL students who wish to pursue this pathway should consider the VET Courses below and select an appropriate industry specific work placement.

VET Courses

Choose From
Certificate II in Electrotechnical Studies
Certificate III Information, Digital Media and Technology - partial completion
Certificate III in Music Technical Production

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Computer Programmer	Diploma of Digital Media Technologies	Bachelor of Computer Science
Data Processor		Bachelor of Engineering
Network Analyst	Diploma of Interactive Digital Media	Bachelor of Science/Bachelor of Computer Science
Games Developer	Software Development (Diploma)	Bachelor of Software Engineering
Analyst (IT)	Diploma of Digital and Interactive Games	Bachelor of Information Technology
Web Designer/Developer		
Systems Administrator	Diploma of Computing	

Before finalising units

Check prerequisites using the VTAC search tool: www.vtac.edu.au and/or make an appointment with the Careers team.

Mathematics and Science / Engineering Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Environmental Science
- Mathematics/Statistics
- Chemistry
- Technician/Tech Officer
- Surveying
- Physics
- Biology
- Veterinary Science
- Fisheries And Wildlife

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Mathematics (Units 1–4)	IT Applications
Physics (Units 1–4)	Visual Communication Design
Chemistry (Units 1–4)	
Biology (Units 1–4)	
Systems Engineering (Units 1–4)	

VCAL Course

VCAL students who wish to pursue this pathway should consider the VET Courses below and select an appropriate industry specific work placement.

VET Courses

Choose From	Other Suggested Units
Certificate III in Laboratory Skills	Certificate III Information, Digital Media and Technology - partial completion
Certificate II in Aeroskills (Avionics)	Certificate III in Music Technical Production
Certificate II in Engineering	
Certificate II in Horticulture	

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Pharmacist	Certificate IV in Marketing and Communication	Bachelor of Engineering
Engineer	Advanced Diploma of Engineering (Aeronautical)	Bachelor of Aerospace Engineering
Market Researcher	Diploma of Bioscience	Bachelor of Software Engineering
Biochemist	Diploma of Laboratory Technology	Bachelor of Science
Physicist	Diploma of Food Science and Technology	Bachelor of Applied Science (Surveying)
Agricultural Scientist		Bachelor of Biomedicine
Surveyor		
Ecologist		

Before finalising units

Check prerequisites using the VTAC search tool: www.vtac.edu.au and/or make an appointment with the Careers team.

Medical and Health Science Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Nursing
- Ambulance Services
- Medical Services
- Pharmacy
- Medical Administration
- Dentistry
- Physiotherapy
- Health Promotion

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
General Mathematics (Units 1–2)	Physical Education
Mathematical Methods (Units 1–4)	Health and Human Development
Further Mathematics (Units 3–4)	IT Applications
Specialist Mathematics (Units 3–4)	
Biology (Units 1–4)	
Chemistry (Units 1–4)	
Physics (Units 1–4)	
Psychology (Units 1–4)	

VCAL Course

VCAL students who wish to pursue this pathway should consider the VET Courses below and select an appropriate industry specific work placement.

VET Courses

Choose From	Other Suggested Units
Certificate II and III in Allied Health Assistance	Certificate III in Children's Services
Certificate II in Health Services Assistance	Certificate II and III in Community Services
	Certificate III in Sport and Recreation - Fitness Focus

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Nursing	Cert IV in Ageing Support	Bachelor of Nursing
Dentist	Cert IV in Allied Health Assistance	Bachelor of Biomedicine
Doctor	Diploma of Dental Technology	Bachelor of Nursing/Bachelor of Paramedicine
Physiotherapist	Diploma of Food Science and Technology	Bachelor of Health Science
Dietitian	Diploma of Remedial Massage	Bachelor of Science (Osteopathy)
Paramedic		Bachelor of Biomedical and Exercise Science
		Bachelor of Sport Science (Human Movement)
		Bachelor of Exercise Science

Before finalising units

Check prerequisites using the VTAC search tool: www.vtac.edu.au and/or make an appointment with the Careers team.

Media and Performing Arts Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Film
- Television
- Radio
- Theatre
- Design
- Graphics Media
- Advertising
- Newspapers and Magazines
- Teaching Dance
- Arts Administration
- Public Relations
- Journalism and Writing
- Music Industry
- Teaching

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Studio Arts (Units 1–4)	Physical Education
Applied Computing (Units 1–4)	Business Management
Visual Communication Design (Units 1–4)	
Media (Units 1–4)	
Drama (Units 1–4)	
Theatre Studies (Units 1–4)	
Music Performance (Units 1–4)	

VCAL Course

VCAL students who wish to pursue this pathway should consider the VET Courses below and select an appropriate industry specific work placement.

VET Courses

Choose From	
Certificate II and III in Acting (Screen)	Certificate III in Music
Certificate II in Dance	Certificate III in Music: Music Performance Specialisation
Certificate III in Digital Media and Technology	Certificate III in Music Technical Production
Certificate II and III in Media	Certificate III in Screen Media

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Actor	Cert IV in Sound Production	Bachelor of Screen Media
Arts Administrator	Diploma of Screen and Media	Bachelor of Creative Arts (Drama)
Music Critic	Diploma of Digital Media Technologies	Bachelor of Design (Animation and Interactive Media)
Film and TV Producer	Diploma of Graphic Design	Bachelor of Arts (Music Industry)
Sound Technician	Diploma of Screen and Media	

Before finalising units

Check prerequisites using the VTAC search tool: www.vtac.edu.au and/or make an appointment with the Careers team.

Planning and Architecture Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Architecture
- Building and Construction
- Surveying
- Urban Studies/Planning
- Drafting

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Visual Communication Design (Units 1–4)	Studio Arts
Mathematics (Units 1–4)	History
Physics (Units 1–4)	Business Management
Product Design and Technology (Units 1–4)	Accounting
Applied Computing (Units 1–4)	

VCAL Course

VCAL students who wish to pursue this pathway should consider the VET Courses below and select an appropriate industry specific work placement.

VET Courses

Choose From
Certificate II in Building and Construction

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Architect	Certificate IV in Residential Drafting	Bachelor of Architectural Design
Surveyor		Bachelor of Design
Town Planner	Diploma of Building and Construction (Building)	Bachelor of Engineering (Civil)
Builder	Advanced Diploma of Engineering (Aeronautical)	Bachelor of Landscape Architectural Design
Building Surveyor		Bachelor of Building Surveying
Civil Engineer	Advanced Diploma of Building Design (Architectural)	

Before finalising units

Check prerequisites using the VTAC search tool: www.vtac.edu.au and/or make an appointment with the Careers team.

Sport and Recreation Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

- Leisure and Recreation
- Physical Education and Human Movement
- Fitness
- Sports Administration
- Sports Psychology

VCE Course

English (Units 1–4)

Choose From	Other Suggested Units
Physical Education (Units 1–4)	IT Applications
VET: Sport and Recreation (Fitness Focus) (Units 1–4)	Business Management
VET: Sport and Recreation (Rugby League Focus) (Units 1–4)	Mathematics
Health and Human Development (Units 1–4)	Psychology
Biology (Units 1–4)	Accounting

VCAL Course

VCAL students who wish to pursue this pathway should consider the VET Courses below and select an appropriate industry specific work placement.

VET Courses

Choose From
Certificate III in Sport and Recreation (Fitness Focus)
Certificate III in Sport and Recreation (Rugby League Focus)

Future Studies

Employment Outcomes (some suggestions)	TAFE Courses (a sample)	University Degrees (a sample)
Sports Administrator	Certificate IV in Outdoor Recreation/ Guiding	Bachelor of Health Science
Recreation Officer	Diploma of Sport Development	Bachelor of Education (P-12)
Sports Coach	Advanced Diploma of Sports Therapy	Bachelor of Exercise and Sport Science
Park Ranger	Diploma of Conservation and Land Management	Bachelor of Outdoor and Environmental Education
Physical Education Teacher	Diploma of Sport and Recreation Management	Bachelor of Sport Coaching
Sport and Exercise psychologist		

Before finalising units

Check prerequisites using the VTAC search tool: www.vtac.edu.au and/or make an appointment with the Careers team.

Subject Selection

How do I choose my subjects for VCE/VCAL

There are three main things you should consider:

- Career ambition
- Subject interest
- Subject strength

Some students will have no idea at all what they want to do. These students will need to develop a course that will enable them to keep their options open. English is compulsory, include the highest level of Maths possible and perhaps develop two groups of subjects that complement each other, for example:

- Accounting and Business Management
- Physical Education and Health and Human Development
- Visual Communication Design and Studio Arts

In VCAL almost all subjects are predetermined. However, students have the opportunity to focus their learning based on their areas of interest through practical based learning activities, VET Courses and industry specific work placements.

Some students will have a definite Career and/or Course in mind. These students need to check what the prerequisites are for entry into that course at each of the institutions that offer that course. Students can do this by reading:

- PREREQUISITES GUIDE (available on the VTAC website –www.vtac.edu.au) or located in the Careers Centre.
- Institution booklets
- Websites (all institutions will have information on subjects needed for entry into courses)

There will be some students who will really want to do a particular course, but realistically will find it difficult to gain direct entry into that course because of the high ATAR required. These students need to investigate ‘pathways’ into those courses, for example:

- Completing a Diploma at TAFE may allow you to articulate into a degree course at University.
- Diploma of Children’s Services Bachelor of Early Childhood

Plan well, for these are the major pathways that will take you towards your destination.

School Sector	Vocational Education and Training Sector	Higher Education
Senior Secondary	Certificate I	
VCE / VCAL	Certificate II	
	Certificate III	
	Certificate IV	
	Diploma	Diploma
	Advanced Diploma	Advanced Diploma
	Vocational Graduate Certificate	Bachelor Degree
	Vocational Graduate Diploma	Graduate Certificate
		Graduate Diploma
		Masters Degree
		Doctoral Degree

Alternative Pathways into University

- Special entry schemes
- Getting into a low demand campus (country)
- Transferring from a lower ATAR degree
- Transferring from TAFE

The ATAR (VCE Only)

The ATAR is an overall percentile ranking reflecting a students' comparative performance amongst the relevant age group in a given year. A student's ATAR is developed from an aggregate produced by adding the primary four subjects (English and the next best three subject scores) plus 10% of a 5th and 6th subject.

Where to find more information

- **Victoria University Secondary College Careers Centre**
- **VTAC CourseSearch** is an online tool for researching tertiary study options. It is available on the VTAC website.
- **The Good Careers Guide**
- University and TAFE websites
- **Victorian Skill Gateway**



Create The Future

YEAR 11 VCAL Subject Selection Form 2022



Student Name: _____ Home Group: _____

Career Option(s): _____

Checklist (please tick)

Read the VTAC prerequisites for 2023 to check the prerequisites for possible courses

Read the Subject Handbook to help you decide which subjects you are interested in studying

VCAL PROGRAM: All the subjects below are compulsory.

1. Literacy
2. Numeracy
3. Personal Development
4. Work Related Skills: includes one day per week of Structured Work-placement.
5. List any VCE LOTE (language) you are studying out of school.

6. List any VET units you are completing in 2021.

VET Course Enrolled in 2021:

VET (Vocational Education & Training)

All VCAL students must also complete a VET subject in order to satisfactorily complete their VCAL.

Proposed VET Course:	
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Parent/Guardian Signature _____ Date: _____

Student Signature _____ Date: _____

Counsellor Signature _____ Date: _____

Structured Workplace Learning

All VCAL students are required to participate in a weekly Structured Workplace Learning Arrangement with an Employer as part of their VCAL studies.

It is the responsibility of the student to have secured a Structured Work placement for 2022 by the start of the 2022 school year. Students are advised to seek advice and assistance from the Careers team. The Work placement needs to support their VET course of study.

Students who begin 2022 without a Work placement will have their enrolment listed as 'pending' until a Work placement is organised.

As a VCAL student, I acknowledge that:

- I will need to secure a structured workplace learning position, linked to my VET area of study, in order to undertake VCAL by the start of the 2022 school year
- I will attend all classes and complete all the required work to a satisfactory standard

Student Signature _____ Date: _____

Parent/Guardian Signature _____ Date: _____

Counsellor Signature _____ Date: _____

Senior School Leader Signature _____ Date: _____



YEAR 11 VCE Subject Selection Form 2022

Student Name: _____ Home Group: _____

Career Option(s): _____

Checklist (please tick)

Read the VTAC prerequisites for 2023 to check the prerequisites for possible courses

Read the Later Years Handbook to help you decide which subjects you are interested in studying

1. List any VCE LOTE (language) you are studying out of school.

2. List any VCE /VET units you are completing in 2021.

VCE Unit: _____ VCE Unit: _____

VET Course Enrolled in 2021: _____

3. List any Unit 3 & 4 sequence (VCE or VET) that you wish to apply for to complete in 2022.

Approved /Not Approved	Senior School Leader: Signed _____	Date _____
------------------------	------------------------------------	------------

4. Units 1&2. List your choices for 2022

Subject	Choice
Subject 1. Compulsory	<i>Circle one</i> <ul style="list-style-type: none">• ENGLISH• EAL (ENGLISH AS AN ADDITIONAL LANGUAGE)
Subject 2	
Subject 3	
Subject 4	
Subject 5	
Subject 6	

If you are unable to get any of the subjects listed above for any reason what would be your next preferences be;

Backup Preferences	1	2
--------------------	---	---

Parent/Guardian Signature _____ Date: _____

Student Signature _____ Date: _____

Counsellor Signature _____ Date: _____



Create The Future

Notes

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Notes

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Create The Future

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