

# Senior Course Guide 2025



Carrum Downs Secondary College  
*Respect Integrity Effort*

# In This Guide

---

Important Dates  
Introduction  
Senior School Pathway Options  
VCE General Pathway  
VCE Vocational Major Pathway  
Vocational Education Training (VET)  
Bring Your Own Device (BYOD)  
Financial Support for Parents & Carers  
Subject List  
VCE Subject Guide/Descriptions  
VET Internal Subject Guide/Descriptions  
Terms & Definitions

## IMPORTANT DATES

---

Parent Information Session	Tuesday 18 <sup>th</sup> June 2024
Students Receive Edval Code & Selections Open	Tuesday 18 <sup>th</sup> June 2024
Course Selection Interviews	Monday 24 <sup>th</sup> June 2024
Edval Subject Selections Close	Wednesday 26 <sup>th</sup> June 2024
Confirmation of Courses	Term 3 2024

## INTRODUCTION

---

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

The best advice is to choose studies:

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

Carrum Downs Secondary College is committed to supporting you and your child as they commence the next stage of their career journey. Throughout the year, students will have engaged in career focused assemblies, attended the VCE Careers Expo, participated in the Access Monash Experience Day and numerous activities conducted during Pastoral Care to prepare them to consider their program for 2025.

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

## SENIOR SCHOOL PATHWAY OPTIONS

---

All students complete the Victorian Certificate of Education (VCE). Students at Carrum Downs Secondary College have the choice of 2 streams to complete their senior qualification – VCE General or VCE Vocational Major. Both streams will give students a year 12 VCE completion certificate. They differ in terms of the program structure and goals catering to each student's desired pathway. The following pages explain each program and the different pathways they can lead to.

# Victorian Certificate of Education

## VCE General Pathway

---

The Victorian Certificate of Education (VCE) is a 2-year academic program offering a broad selection of subjects that provide pathways to further study at University, Technical and Further Education (TAFE), Apprenticeships, Traineeships and employment.

The VCE Certificate covers both Years 11 and 12 and involves four semesters of work completing one unit per subject each semester. Over these four semesters students will undertake a total of 22 units.

### YEAR 11 VCE PROGRAM

- > English Units 1 & 2
- > Subject 2 Units 1 & 2
- > Subject 3 Units 1 & 2
- > Subject 4 Units 1 & 2
- > Subject 5 Units 1 & 2
- > Subject 6 Units 1 & 2
- OR Subject 6 Units 3 & 4
- OR Subject 6 VET 1<sup>st</sup> Year

Please note:

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

### YEAR 12 VCE PROGRAM

- > English Units 3 & 4
- > Subject 2 Units 3 & 4
- > Subject 3 Units 3 & 4
- > Subject 4 Units 3 & 4
- > Subject 5 Units 3 & 4
- OR Subject 5 VET

Please note:

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

### VCAA REQUIREMENTS FOR VCE GRADUATION

To obtain your VCE you must satisfactorily complete *at least* 16 units. Regardless of how many units you do altogether, you must satisfactorily complete:

- At least three units from the English Group, two of which must be a Unit 3 and 4 sequence
- at least three other sequences of Unit 3–4 studies, which can include further sequences from the English group
- Students may undertake specifically approved VET units or Higher Education units (Year 12 only) as part of a VCE.

### ACCELERATED LEARNING

Some students undertake an Accelerated program in Year 10, whereby they complete a Unit 1 / 2 subject as part of their Year 10 studies. Such students will go on to complete their Unit 3 / 4 for that Accelerated subject in Year 11.

## ASSESSMENT IN THE VCE

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

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

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

## THE ATAR

The Australian Tertiary Admission Rank (ATAR) is an overall percentile rank reflecting a student's Year 12 achievement compared to the age group in a given year. The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC) from a student's study scores. The ATAR is used to guide student entry into tertiary courses upon their graduation from secondary school.

A copy of the pamphlet, *The ABC of Scaling* is available at: [VTAC ATAR and Scaling Guide 2025](#)

## WHAT IS THE GAT AND WHY IS IT IMPORTANT?

The GAT is a General Achievement Test that measures a student's general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. It also measures a student's literacy and numeracy skills against a new standard, introduced in 2022. All students undertaking VCE & VCE VM must sit The GAT in their final year of study.

The new standard will indicate whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment.

While the GAT is important, it does not directly count towards a student's final VCE results. GAT results are used to check that VCE external assessments and school-based assessments have been accurately and fairly assessed. GAT results may also play a part in determining the final score for a VCE external assessment if a student has a derived examination score [link] approved for that assessment.

All students studying at least one Unit 3 and 4 VCE subject (including a VCE VM Unit 3 and 4 subject) or a scored VCE VET subject are expected to sit all or a section of the General Achievement Test (GAT).

No special study is required. Past study of subjects like English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy, and reasoning.

# Victorian Certificate of Education

## VCE Vocational Major Pathway (VCE VM)

---

The VCE Vocational Major (VCE VM) is a 2-year program offering students the opportunity to develop both academic and practical skills. The certificate provides core subjects that build on the knowledge and attributes supporting students to make informed choices about education and employment pathways. It opens pathways to Technical and Further Education (TAFE), Apprenticeships, Traineeships and employment.

The VCE Vocational Major at Carrum Downs Secondary College is a 5 day a week program consisting of the following:

- 3 days a week at school completing the academic program (Monday, Tuesday, Thursday)
- 1 day a week completing a VET course (TAFE or other provider)
- 1 day a week in Structured Workplace Learning
- Or, a School Based Apprenticeship or Traineeship. More information can be found here: <https://www.vic.gov.au/school-based-apprenticeships-and-traineeships>

### VCAA REQUIREMENTS FOR VCE VOCATIONAL MAJOR (VCE VM)

In order to meet the graduation requirements for the VCE Vocational Major, a student must complete at least 16 units each year. Regardless of how many units are undertaken, a student must complete:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

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

### VCE VM LITERACY

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in texts drawn from daily life. The development of literacy in this course is based upon applied learning principles, making strong connections between students' lives and their learning. Along with the literacy practices necessary for reading and interpreting texts, it is important that students develop their capacity to respond to texts. Listening, viewing, reading, speaking and writing are developed systematically and concurrently, so that students' capacity to respond to different texts informs the creation of their own written and oral texts. Students may wish to undertake VCE English instead of VCE VM Literacy.

### VCE VM NUMERACY

Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for work, citizenship, personal or social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge that arise in a range of different contexts and situations. Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for

personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

Students may wish to undertake VCE General Mathematics instead of VCE VM Numeracy.

## VCE PERSONAL DEVELOPMENT SKILLS (PDS)

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community. This course provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments. Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

## VCE WORK RELATED SKILLS (WRS)

VCE Vocational Major Work-Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway. The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio. Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

## SBAT/HEADSTART

Another way for vocational training to contribute towards a VCE certificate is through a *School Based Apprenticeship or Traineeship* (SBAT). This is a part-time apprenticeship/Traineeship program where the student's timetable is tailored to ensure that there is a suitable mix of necessary core subjects as well as an ability to accommodate the employment requirements of the SBAT. *These opportunities are only available in certain vocations and students will need to meet certain attendance and academic requirements to be considered. Students can apply at year 10, 11 & 12 levels.*

More information can be found here <https://www.vic.gov.au/school-based-apprenticeships-and-traineeships>

## STRUCTURED WORKPLACE LEARNING (SWL)

Structured Workplace Learning (SWL) involves on-the-job training in which students are required to master a designated set of skills and competencies related to VCE VET programs. SWL experiences help students relate theory to a real-world work environment while developing their skills. It complements the training undertaken at the school and the Registered Training Organisation (RTO) and provides context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competency/modules, as determined by the RTO
- increased employment opportunities.

More information can be found at: <https://workplacements.education.vic.gov.au/>

## OPTIONAL: UNDERTAKE VCE GENERAL UNITS

VCE VM students have the option to select units from VCE General. There is not a guaranteed entry, and this can be discussed during Course Counselling.

# Vocational Education & Training

## WHAT IS VET?

---

A Vocational Education and Training (VET) program combines your VCE or VCE VM with accredited, practical hands-on training and experience at TAFE.

A VET program is run over one or two years, one day per week and will give you job-ready skills to pathway to an apprenticeship, employment, or further study at TAFE or university.

Students at CDSC attend a wide variety of TAFEs and Registered Training Organisations (RTOs) including Chisholm, Holmesglen, Foundation Learning Centre and other local Schools that deliver certificates on campus.

In 2025 CDSC will be delivering three on-site certificates:

- Certificate II Sport and Recreation (One Year)
- Certificate II Community Services (One Year)
- Multi-Industry Pathway Program (One Semester)

### VCE VET programs

- VCE VET programs are vocational training programs approved by VCAA. VCE VET programs offer students the opportunity to gain both the Victorian Certificate of Education (VCE) and a nationally recognised Vocational Education and Training (VET) certificate.
- There are currently 49 qualifications that are approved by the VCAA. A full list of these courses can be found here: <https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>
- All VCE VET programs contribute to VCE Units that provide credit towards the VCE and VCE VM in the same way as a VCE study.
- Most VCE VET programs can provide credit for VCE Units 1 to 4. A small number of shorter qualifications can provide credit for VCE Units 1 and 2 only.

### Study scores and ATARs

- Some VCE VET programs are scored and some VCE VET programs are non-scored.
- VCE VET programs with a Units 3 and 4 sequence can be included in the calculation of your ATAR.
- Scored VCE VET programs give you a study score for the Units 3 and 4 sequence that is achieved through school-assessed coursework and an externally set examination. Scored VCE VET programs provide a study score that contributes directly to your ATAR, either as one of your primary four studies or as a fifth or sixth study increment.
- Non-scored VCE VET programs do not give you a Study Score, but they can still contribute to your VCE. When you receive a Units 3 and 4 sequence towards your VCE from a non-scored VCE VET program, they may contribute towards the calculation of your ATAR by VTAC.

### Other VET qualifications

There are hundreds of other VET courses you can enrol in whilst completing your VCE or VCE VM. Students who undertake Vocational Education and Training (VET) or further education qualifications not included in approved VCE VET programs may be eligible for credit towards their VCE or VCE VM through block credit recognition.

**Credit is based on achieving units of competency. The Australian Qualifications Framework (AQF) level of the relevant qualification determines the level of credit. More information can be found here:** <https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/OtherVETQualification.aspx>

# Bring Your Own Device

## BYOD

---

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

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

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

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

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

# Financial Support

## PARENTS & CARERS

---

Carrum Downs Secondary College understands that some families may experience financial difficulty. The Camps, Sports and Excursions Fund (CSEF) payment of \$250.00 is available to all families with a Health care card or Pension card.

For a confidential discussion about support for textbooks, uniform or laptop computers, please contact the college on 9788 9100 to make an appointment with Julie Westwood, Business Manager.

Email: [julie.westwood@education.vic.gov.au](mailto:julie.westwood@education.vic.gov.au)



# Subject List

---

## YEAR 11

### VCE GENERAL

#### ENGLISH

VCE English 1&2  
VCE Literature 1&2 #

#### MATHS

VCE Foundation Mathematics 1&2  
VCE General Mathematics 1&2  
VCE Mathematical Methods 1&2 #

#### HUMANITIES

VCE Geography 1&2 \*  
VCE History 1&2  
VCE Legal Studies 1&2 \*  
VCE Business Management 1&2 \*  
VCE Economics 1&2

#### LANGUAGE

VCE Japanese 1&2

#### SCIENCE

VCE Biology 1&2 \*  
VCE Chemistry 1&2  
VCE Physics 1&2  
VCE Psychology 1&2 \*

#### HEALTH & HUMAN DEVELOPMENT

VCE Health & Human Development 1&2 \*  
VCE Physical Education 1&2  
VCE Outdoor & Environmental Studies 1&2 \*  
(^) CAMPS & EXCURSIONS SUBJECT COST - \$950.00

#### THE ARTS

VCE Drama 1&2  
VCE Media 1&2  
VCE Music 1&2  
VCE Art Creative Practice 1&2 \*  
VCE Visual Communication Design 1&2 \*

#### TECHNOLOGY

VCE Applied Computing: Software Devel. 1&2  
VCE Food Studies 1&2  
VCE Product Design & Technology 1&2

### VCE VOCATIONAL MAJOR (VM)

VCE VM Literacy 1&2 (VM students only)  
VCE VM Numeracy 1&2 (VM students only)  
VCE Work Related Skills (WRS) 1&2  
VCE Personal Development Skills (PDS) 1&2

## YEAR 12

### VCE GENERAL

#### ENGLISH

VCE English and English (EAL) 3&4  
VCE Literature 3&4

#### MATHS

VCE Foundation Mathematics 3 & 4  
VCE General Mathematics 3&4  
VCE Mathematical Methods 3&4

#### HUMANITIES

VCE History 3&4  
VCE Legal Studies 3&4  
VCE Business Management 3&4  
VCE Economics 3&4

#### SCIENCE

VCE Biology 3&4  
VCE Chemistry 3&4  
VCE Physics 3&4  
VCE Psychology 3&4

#### HEALTH & HUMAN DEVELOPMENT

VCE Health & Human Development 3&4  
VCE Physical Education 3&4

#### THE ARTS

VCE Drama 3&4  
VCE Media 3&4  
VCE Music 3&4  
VCE Art Creative Practice 3&4  
VCE Visual Communication Design 3&4

#### TECHNOLOGY

VCE Applied Computing: Software Devel. 3&4

### VCE VOCATIONAL MAJOR (VM)

VCE VM Literacy 3&4 (VM students only)  
VCE VM Numeracy 3&4 (VM students only)  
VCE Work Related Skills (WRS) 3&4  
VCE Personal Development Skills (PDS) 3&4

### VET ONSITE AT CDSC

Certificate II Sport and Recreation  
Certificate II Community Services  
Multi-Industry Pathways Program

External VET Programs are also available

(#) Indicates a CDSC prerequisite is to be studied.

(\*) Indicates that the subject is a Unit 1/2 subject that can be undertaken by Year 10 students.

Students who have undertaken a Unit 1/2 subject in Year 10 may study the Unit 3/4 for this subject as part of their Year 11 program.

Please note: VCE VM students have the option to select units from VCE General.

There is not a guaranteed entry, and this can be discussed during Course Counselling.

# VCE Subject Descriptions

## English

### VCE ENGLISH and ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Unit 1 – Reading and Exploring Texts; Crafting Texts

Unit 2 – Reading and Exploring Texts; Exploring Argument

Unit 3 – Reading and Responding to Texts; Creating Texts

Unit 4 – Reading and Responding to Texts; Analysing Argument

#### ENTRY REQUIREMENTS

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 & 4 as a sequence. However, EAL students are recommended to have achieved C3 or above in Victorian Curriculum F–10: EAL. As the satisfactory completion of an English study is a compulsory requirement for achieving the VCE, students who are from non-English-speaking backgrounds or who are hearing impaired may have access to EAL status. Supporting documentation must verify that the student meets the EAL eligibility criteria:

- will not have resided in Australia or another predominantly English-speaking country for a total period of more than 7 years before the year the student will be undertaking Units 3 & 4 EAL; and has been enrolled in schools where English has been the major language of instruction for a total period of 7 years or less over the period of their education
- is an Aboriginal or Torres Strait Islander person whose first language is not English
- is deaf or hard of hearing and meets the eligibility requirements

#### ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

#### LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Unit 3 School-Assessed Coursework 25%

Unit 4 School-Assessed Coursework 25%

End-of-year examination 50%

#### MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - English and English as an Additional Language \(EAL\) \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

# English

## VCE LITERATURE #

---

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

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

Unit 1 – Reading Practices and Exploration of Literary Movements and Genres

Unit 2 – Voices of Country and The Text in its Context

Unit 3 – Adaptations, Transformations and Developing Interpretations

Unit 4 – Creative Responses to Texts and Close Analysis of Texts

### ENTRY REQUIREMENTS

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 on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

### MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VCE Literature \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages/VCE-Literature.aspx)

# Mathematics

## VCE FOUNDATION MATHEMATICS

---

Foundation Mathematics Units 1–4 provide for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study. Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are the same as Unit 1.

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are the same as Unit 1 and 2, however with increased depth.

Unit 1 & 2 – Algebra, number and structure; Data analysis, probability and statistics; Discrete mathematics; and Space and measurement

Unit 3 & 4 – Algebra, number and structure; Data analysis, probability and statistics; Discrete mathematics; and Space and measurement

Units 1–4 have been developed as a sequence, with Units 1 and 2 covering assumed key knowledge and key skills as preparation for Units 3 and 4.

### ENTRY REQUIREMENTS

There are no prerequisites for entry to Foundation Mathematics Units 1 and 2. Assumed knowledge and skills for Units 3 & 4 are contained in Foundation Mathematics Units 1 and 2.

### ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3 School-assessed Coursework: 40%

Unit 4 School-assessed Coursework: 20%

Units 3 and 4 Examination: 40%

### MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VCE General Mathematics \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

# Mathematics

## VCE GENERAL MATHEMATICS

---

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Unit 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. Unit 3 comprises *Data analysis* and *Recursion and financial modelling*, and Unit 4 comprises *Matrices* and *Networks and decision mathematics*.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

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

Unit 1 – Algebra, number and structure; Functions, relations and graphs

Unit 2 – Functions, relations and graphs; and Space and measurement

Unit 3 – Data analysis, probability and statistics; Discrete mathematics; Recursion; and Financial modelling

Unit 4 – Matrices; Networks; and Decision mathematics

Units 1–4 have been developed as a sequence, with Units 1 and 2 covering assumed key knowledge and key skills as preparation for Units 3 and 4.

### ENTRY REQUIREMENTS

There are no prerequisites for entry to General Mathematics Units 1 and 2. The assumed knowledge and skills for General Mathematics Units 3 and 4 are drawn from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

### ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Units 3 & 4

Unit 3 School-Assessed Coursework 24%

Unit 4 School-Assessed Coursework 16%

Units 3 & 4 Examination 1 30%

Units 3 & 4 Examination 2 30%

### MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VCE General Mathematics \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

# Mathematics

## VCE MATHEMATICAL METHODS #

---

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

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

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

Unit 1 – Functions and relations; Algebra, number and structure; Calculus; Data analysis, probability and Statistics

Unit 2 – Functions and relations; Algebra, number and structure; Calculus; Data analysis, probability and Statistics

Unit 3 – Functions, relations and graphs; Algebra, number and structure

Unit 4 – Calculus; Data analysis, probability and statistics

Units 1–4 have been developed as a sequence, with Units 1 and 2 covering assumed key knowledge and key skills as preparation for Units 3 and 4.

### ENTRY REQUIREMENTS

There are no prerequisites for entry to Mathematical Methods Units 1&2. However, students are assumed to have a sound background in number, algebra, function, geometry, probability and statistics; and those students have undertaken Advanced Mathematics in year 10. It is also strongly recommended that students have successfully undertaken Mathematical Methods Units 1&2 prior to undertaking Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.

### ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Units 3 & 4

Unit 3 School-Assessed Coursework 20%

Unit 4 School-Assessed Coursework 20%

Units 3 & 4 Examination 1 20%

Units 3 & 4 Examination 2 40%

### MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VCE Mathematical Methods \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au)

# Humanities

## VCE GEOGRAPHY

---

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Twelve key geographic concepts underpin the study – change, distance, distribution, environment, interconnection, movement, place, process, region, scale, spatial association and sustainability. Each area of study utilises these concepts to assist in the observation, description, interpretation, analysis and explanation of geographic phenomena. VCE Geography is designed around two key ideas: change and interconnection, emphasising increasing human interaction with environments, which has had, and continues to have, significant consequences.

In VCE Geography students develop a range of skills, many of which employ geospatial and digital technologies. Investigative skills through fieldwork develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys and fieldwork, and the collection of relevant secondary data and information. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images. These skills encourage students to critically evaluate information for its validity and reliability. Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology. The skills developed in investigation, collection of data, interpretation, analysis and communication of geographic information are enhanced through the use of geospatial technologies, both in the classroom and in the field. The geospatial industry is evolving and students with spatial skills continue to be in high demand, with the potential for a variety of career pathways.

Unit 1 – Hazards and disasters

Unit 2 - Tourism: issues and challenges

Unit 3 – Changing the land

Unit 4 – Human population- trends and issues

### ENTRY REQUIREMENTS

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

### ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

### MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - Geography \(vcaa.vic.edu.au\)](https://pages-geography.vcaa.vic.edu.au)

# Humanities

## VCE HISTORY

---

The study of VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the historical source and the world context in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of historical sources that are used as evidence. Furthermore, judgments about historical significance made by historians are central to the discipline. Historians do not always agree about the meaning of the past; historical interpretations are often subject to academic and popular debate. Therefore, history is contested, and students develop an ability to work within this contested space to form their own opinions and to defend them using evidence. The study of VCE History equips students to enhance their critical thinking, take an informed position on how the past informs the present and future, and contributes to them becoming informed and engaged citizens.

Unit 1 – Modern history - Change and conflict

Unit 2 – Modern history - The changing world order

Unit 3 – Revolutions – Causes of Revolution

Unit 4 – Revolutions – Consequences of Revolution

### ENTRY REQUIREMENTS

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 on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

### MORE INFORMATION

For greater detail and specific outcomes visit:

[Pages - History \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)



# Humanities

## VCE LEGAL STUDIES

---

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and / or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness, equality and access.

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, as well as other careers in the courtroom, education and law enforcement.

Unit 1 – The Presumption of Innocence

Unit 2 – Wrongs and Rights

Unit 3 – Rights & Justice

Unit 4 – The People, the Law and Reform

### ENTRY REQUIREMENTS

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 on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

### MORE INFORMATION

For greater detail and specific outcomes visit:

[Pages - Legal Studies \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages/Legal-Studies.aspx)

# Humanities

## VCE BUSINESS MANAGEMENT

---

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

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

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

Unit 1 - Planning a business

Unit 2 - Establishing a business

Unit 3 - Managing a business

Unit 4 - Transforming a business

### ENTRY REQUIREMENTS

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

### ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

### MORE INFORMATION

For greater detail and specific outcomes visit:

[Pages - VCE Business Management \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

# Humanities

## VCE ECONOMICS

---

The study of economics examines the role of consumers, businesses, governments and other organisations in decision-making about the allocation of resources, the production and distribution 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 as well as the intended and unintended consequences of economic decision-making.

Through studying economics, students develop a range of skills, including an ability to gather, organise, analyse and synthesise a wide selection of economics information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They consider the way in which economic agents respond to incentives, disincentives, make trade-offs, weigh up costs and benefits and make judgments about what is efficient and what is fair. They utilise economic models and the tools of economists effectively to analyse and evaluate the decisions made by key economic agents. In the process students appreciate the different viewpoints about issues that may affect the modern economy and broader society.

Over time, the changing nature of work will require students to be equipped with the kinds of transferrable, problem-solving, communication, evaluation and critical analysis skills developed through the study of economics. These skills can be used across many employment fields, including foreign affairs, banking, finance, health, environment and education. Economics leads to a broad range of career options such as economist, journalist, public policy advisor, political consultant, media commentator, entrepreneur, business owner, environmental manager, investment banker, investment analyst, management consultant, business analyst, actuary, accountant, academic, teacher, stockbroker, banker, town planner and many more.

Unit 1: Economic decision-making

Unit 2: Economic issues and living standards

Unit 3: Australia's living standards

Unit 4: Managing the economy

### ENTRY REQUIREMENTS

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 on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

### MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VCE Economics \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages/VCE-Economics)

# Language

## VCE JAPANESE SECOND LANGUAGE

---

VCE Japanese Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Japanese on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Japanese in a range of contexts and develop cultural understanding in interpreting and creating language.

The study of Japanese provides students with the ability to understand and use a language that is spoken by approximately 128 million people worldwide. Japanese is a phonetic language with predictable and systematic grammar rules. Three scripts: hiragana, katakana and kanji are used for writing. Japanese grammar is relatively uniform, with few irregularities, no grammatical gender, and predictable and systematic conjugation of adjectives and verb tenses. There are some differences between the elements and patterns in Japanese and English, such as word order. Japanese cultural values are expressed in the system of plain and polite forms, which reflect hierarchical relations, social and business-related positioning and rules about respect and status.

The study of Japanese provides students with a direct means of access to the rich traditional and popular cultures of Japan. Japan and the Japanese-speaking communities have an increasing influence in Victoria through innovations in science, technology, design, retail, fashion, cuisine, sport and the arts. A knowledge of Japanese, in conjunction with other skills, can provide employment opportunities in areas such as tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.

There are three prescribed themes for study in VCE Japanese Second Language:

- The individual
- The Japanese-speaking communities
- The world around us

These themes have a number of prescribed topics and suggested subtopics. All the themes and topics are to be studied over the course of Units 1–4

### ENTRY REQUIREMENTS

There are no specific prerequisites for entry to Units 1, 2 and 3, VCE Japanese Second Language is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1. Students must undertake Unit 3 and Unit 4 as a sequence.

### ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2 Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

External Assessment Examinations: oral component and written component: 50% (single grade recorded)

### MORE INFORMATION

For greater detail and specific outcomes visit:

[Pages - Japanese Second Language \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

# Science

## VCE BIOLOGY

---

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students use biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

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

Unit 1: How do organisms regulate their functions?

Unit 2: How does inheritance impact on diversity?

Unit 3: How do cells maintain life?

Unit 4: How does life change and respond to challenges?

### ENTRY REQUIREMENTS

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 on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Units 3

School-Assessed Coursework 20%

Unit 4

School Assessed Coursework 30%

End of year exam 50%

More Information

### MORE INFORMATION

For greater detail and specific outcomes visit:

[Pages - Biology \(vcaa.vic.edu.au\)](https://pages.vcaa.vic.edu.au)

# Science

## VCE CHEMISTRY

---

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry, students develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

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

Unit 1 – How can diversity of materials be explained?

Unit 2 – How do chemical reactions shape the natural world?

Unit 3 – How can design and innovation help to optimise chemical processes?

Unit 4 – How are carbon-based compounds designed for purpose?

### ENTRY REQUIREMENTS

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 on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Units 3

School-Assessed Coursework 20%

Unit 4

School-Assessed Coursework 30%

End of year exam 50%

### MORE INFORMATION

For greater detail and specific outcomes visit:

[Pages - Chemistry \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages-Chemistry)

# Science

## VCE PHYSICS

---

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

In VCE Physics, students develop and extend a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students investigate and evaluate physics-related issues and the impacts of physics research both locally and globally and communicate their views from a position informed by their knowledge of physics.

VCE Physics provides for continuing study pathways within the discipline and can lead to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, communications, education, engineering, geophysics, instrumentation, lasers and photonics, medical diagnosis and treatment, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, materials science, neuroscience, remote sensing, renewable energy generation, sports science and transport and vehicle safety.

Unit 1 – How is energy useful to society?

Unit 2 – How does physics help us to understand the world?

Unit 3 – How do fields explain motion and electricity?

Unit 4 – How have creative ideas and investigation revolutionised thinking in physics?

### ENTRY REQUIREMENTS

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

### ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 30%

Unit 4

School-Assessed Coursework 20%

End-of-year examination 50%

### MORE INFORMATION

For greater detail and specific outcomes visit:

[Pages - Physics \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

# Science

## VCE PSYCHOLOGY

---

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. This study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

Students who study VCE Psychology can consider a pathway within this discipline that can lead to a range of careers and roles that work with diverse populations and communities. Areas that registered psychologists may work in include clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology. Psychologists can also work in cross-disciplinary areas such as academia and research institutions, medical research, management and human resources, and government, corporate and private enterprises, or as part of ongoing or emergency support services in educational and institutional settings. Students exposed to the study of VCE Psychology recognise the diverse nature of the discipline and career opportunities within the field. These opportunities include careers and roles that do not involve being a registered psychologist, including roles in aged, family and child services; case managers; communications specialists; counsellors; community health and welfare roles; health services support roles; human resource specialists; managers; marketing and market research roles; office administration roles; policy and planning roles; probation and parole services roles; and social work and teaching roles.

Unit 1 – How are behavior and mental processes shaped?

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

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

Unit 4 – How is mental wellbeing supported and maintained?

### ENTRY REQUIREMENTS

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 on each outcome specified

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 20%

Unit 4

School-Assessed Coursework 30%

End-of-year examination 50%

### MORE INFORMATION

For greater detail and specific outcomes visit:

[Pages - VCE Study Designs \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)



# Health & Physical Education

## VCE HEALTH & HUMAN DEVELOPMENT

---

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

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

- Unit 1 – Understanding Health and Wellbeing
- Unit 2 – Managing Health and Development
- Unit 3 – Australia's health in a globalised world
- Unit 4 – Health and human development in a global context

### ENTRY REQUIREMENTS

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 on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2  
Individual school decision on levels of achievement

Unit 3  
School-Assessed Coursework 25%

Unit 4  
School-Assessed Coursework 25%  
End-of-year examination 50%

### MORE INFORMATION

For greater detail and specific outcomes visit:

[Pages - VCE Study Designs \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

# Health & Physical Education

## VCE PHYSICAL EDUCATION

---

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

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

Unit 1 – The Human Body in Motion

Unit 2 – Physical Activity, Sport and Society

Unit 3 – Movement Skills and Energy for Physical Activity

Unit 4 – Training to improve performance

### ENTRY REQUIREMENTS

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 on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

### MORE INFORMATION

For greater detail and specific outcomes visit:

[Pages - Physical Education \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

# Health & Physical Education

## VCE OUTDOOR & ENVIRONMENTAL STUDIES\*

### CAMPS & EXCURSIONS SUBJECT COST - \$950.00

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to participate safely and sustainably in a range of outdoor experiences and environments. Through participation in outdoor experiences, students learn to respect and value these landscapes and their living cultural history.

VCE Outdoor and Environmental Studies enables students to critically analyse different human relationships with outdoor environments and their subsequent effects, including socio-ecological issues at local and national levels. This provides students with the knowledge and skills to participate in, and contribute to, contemporary society by supporting and creating solutions for the future health of outdoor environments.

Through its cross-disciplinary approach to studying outdoor environments, the study informs a range of future pathways, including formal study and involvement in areas where knowledge of, and interaction with, outdoor environments is central, such as natural resource management, nature-based tourism, conservation advocacy, outdoor leading and guiding, environmental research and policy, education and agriculture.

Unit 1 – Connections with outdoor environments

Unit 2 – Discovering outdoor environments

Unit 3 – Relationships with outdoor environments

Unit 4 - Sustainable outdoor environments

(\* ) Students who apply to take this course will need to complete a special consideration form prior to course counselling which will need to be signed off by house leadership team and subject learning area leader. Work ethic and attendance will be considered when students select this subject.

### ENTRY REQUIREMENTS

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

### ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

### MORE INFORMATION

For greater detail and specific outcomes visit:

[Pages - Outdoor and Environmental Studies \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

# The Arts

## VCE DRAMA

---

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

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

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

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

- Unit 1 – Introducing performance styles
- Unit 2 – Australian identity
- Unit 3 – Devised ensemble performance
- Unit 4 – Devised solo performance

### ENTRY REQUIREMENTS

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

### ASSESSMENT

Satisfactory Completion  
Demonstrated achievement on each outcome specified.

### LEVELS OF ACHIEVEMENT

- Units 1 & 2  
Individual school decision on levels of achievement
- Unit 3 & 4  
School-Assessed Coursework 40%  
End of year performance examination 35%  
End of year written examination 25%

### MORE INFORMATION

For greater detail and specific outcomes visit:

[Pages - Drama \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

# The Arts

## VCE MEDIA

---

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

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

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

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

Unit 1 – Media forms, representations and Australian stories

Unit 2 – Narrative across media form

Unit 3 – Media narratives and pre-production

Unit 4 – Media production; agency and control in and of the media

### ENTRY REQUIREMENTS

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 on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3 & 4

School-Assessed Coursework 20%

School-Assessed Task 40%

End-of-year examination 40%

### MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - Media \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages/Media)

# The Arts

## VCE MUSIC

---

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice.

Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner. In this study students are offered a range of pathways that acknowledge and support a variety of student backgrounds and music learning contexts, including formal and informal.

VCE Music equips students with personal and musical knowledge and skills that enable them to focus on their musicianship in particular areas and follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

Unit 1 – Organisation of music

Unit 2 - Effect in music

Music Repertoire or Contemporary Performance

Unit 3 – Influence in Music, Contemporary and Repertoire Performance and Music Composition

Unit 4 – Music Inquiry Project, Contemporary and Repertoire Performance and Music Composition

### ENTRY REQUIREMENTS

Although there are no specific prerequisites for entry to Units 1, 2 and 3, the College recommend that students should have completed a minimum of 2 years of music subjects to commence VCE Music. Students must undertake Unit 3 and Unit 4 as a sequence.

### ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Units 3

School-Assessed Coursework 30%

Unit 4

School-Assessed Coursework 5%

External end-of-year performance examination 50%

End-of-year aural and written examination 15%

### MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - Music \(vcaa.vic.edu.au\)](https://pages.vcaa.vic.edu.au)

# The Arts

## VCE ART CREATIVE PRACTICE

---

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies, and values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally. Students build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students are challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. Students learn to pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making.

VCE Art Creative Practice uses inquiry through art practice to develop students' critical and creative thinking skills and individual responses through researching, exploring, experimenting, developing, reflecting, refining and resolving. Through Making and Responding, and through the presentation of artworks in different contexts, students understand and appreciate the role of visual art in past and present traditions, societies and cultures.

By building skills in visual literacy and creative and critical thinking, which are essential to both artist and viewer or audience, learning in VCE Art Creative Practice empowers young people to be discerning, and to engage with and make sense of what they see and experience. Students are equipped with practical and theoretical skills that enable them to follow pathways into tertiary art education, further training in art-related careers, as well as roles that require highly developed critical and conceptual engagement with ideas and issues. VCE Art Creative Practice also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art-making practices.

Unit 1 – Interpreting artworks and exploring the Creative Practice

Unit 2 – Interpreting artworks and developing the Creative Practice

Unit 3 – Investigation, ideas, artworks and the Creative Practice

Unit 4 – Interpreting, resolving and presenting artworks and the Creative Practice

### ENTRY REQUIREMENTS

There are no prerequisites for entry to Units 1, 2 and 3; however, Units 1 and 2 form the foundation of the key knowledge and key skills for Units 3 and 4. Students must undertake Unit 3 and Unit 4 as a sequence.

### ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Units 3 & 4

School-Assessed Coursework 10%

School-Assessed Task 60%

End-of-year examination 30%

### MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VCE Art Creative Practice](#)

# The Arts

## VCE VISUAL COMMUNICATION DESIGN

---

The complex demands of 21st-century living have broadened the scope of the designer's work, and the potential of design to solve ill-defined problems is recognised across sectors including business, industry and education. In response, VCE Visual Communication Design moves beyond practices focusing largely on appearance and function, and views the work of designers as part of larger systems and services addressing problems in sustainable and strategic ways.

Contemporary designers understand that visual communication is viewed in increasingly fluid and rapidly changing contexts, and that today's consumers are often co-creators of content and form. In response, they engage deeply with human-centred research practices to uncover problems, opportunities and emerging trends, while empathising with stakeholders' needs, desires, behaviours and attitudes.

The study of VCE Visual Communication Design, therefore, seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life. Through exposure to the cultures and traditions of design practice, students learn how designers visually communicate ideas and information when designing for people, communities and societies. They develop the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

Unit 1 - Finding, reframing and resolving design problems

Unit 2 - Design contexts and connections

Unit 3 - Visual communication in design practice

Unit 4 - Delivering design solutions

### ENTRY REQUIREMENTS

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 on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Units 3

School-Assessed course work 20%

Unit 4

School-Assessed Task 50%

End-of-year examination 30%

### MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - Visual Communication Design \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)





# Technology

## VCE FOOD STUDIES

---

Australia has a varied and abundant food supply. 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 in quantities that may harm their health. Also, food and cooking, and their central roles in our lives, have become prominent topics in digital media and publishing. This study examines the various factors for this increased exposure and the background to this abundance of food, and it explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. Students develop

their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality. Unit 1 – Food Origins

Unit 2 – Food Makers

Unit 3 – Food in daily life

Unit 4 – Food issues, challenges and futures

### ENTRY REQUIREMENTS

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

### ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Units 3

School-Assessed Coursework 30%

Unit 4

School-Assessed Coursework 30%

End-of-year examination 40%

### MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VCE Food Studies \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au)

# Technology

## VCE PRODUCT DESIGN & TECHNOLOGY

---

VCE Product Design and Technologies offers students a range of relevant practical and applied experiences that can support future career pathways in design fields. These include industrial design, textiles, jewellery, fashion, interior spaces and exhibitions, engineering, building and construction, furniture, and transport. Future pathways also include careers in specialised areas of arts and design at professional, industrial and vocational levels.

VCE Product Design and Technologies offers students a unique focus on creativity through the development and production of innovative and ethical products. Through the study of VCE Product Design and Technologies students become solution-focused and equipped to deal with both the interdisciplinary (interrelationship of multiple disciplines) and transdisciplinary (when disciplines interconnect to form new ideas) natures of design. This is achieved through collaboration (shared work) and teamwork (working on own tasks with a common goal to others), use of computer-aided manufacturing, work practice in designing and making, and development of speculative, critical and creative thinking skills. Students work with a variety of materials, tools and processes to develop their technacy and they employ innovative and ethical practices as they practice design. All of this contributes to the real-life industry relevance of this course.

Unit 1 – Design practices

Unit 2 – Positive impacts for end users

Unit 3 – Ethical product design and development

Unit 4 – Ethical production and evaluation

### ENTRY REQUIREMENTS

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 on each outcome specified.

### LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3 & 4

School-Assessed Coursework 20%

School-Assessed Task 50%

End-of-year examination 30%.

### MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - Product Design and Technology \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au/Pages/Product-Design-and-Technology)

# Vocational Major

## VM LITERACY

---

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

VM Literacy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

Unit 1 – Literacy for Personal Use; Understanding and Creating Digital Texts

Unit 2 – Understanding Issues and Voices; Responding to Opinions

Unit 3 – Accessing and Understanding Informational, Organisational and Procedural Texts; Creating and Responding to Organisational, Informational or Procedural Texts

Unit 4 – Understanding and Engaging with Literacy for Advocacy; Speaking to Advise or to Advocate

### ENTRY REQUIREMENTS

**Students may only enrol in VM studies if they are completing a program that meets the specific program requirements for the VCE VM.**

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially.

Students will be introduced to the outcomes for both units at the beginning of the year so they can effectively plan for the latter part of the year and take appropriate actions to be ready for those outcomes.

### ASSESSMENT

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the use of assessment tools.

### LEVELS OF ACHIEVEMENT

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit as S (Satisfactory) or N (Not Satisfactory)

### MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VM Literacy \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages-VM-Literacy)

# Vocational Major

## VM NUMERACY

---

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

VM Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences.

Unit 1 – Number; Shape; Quantity and Measures; Relationships

Unit 2 – Dimensions and Directions; Data; Uncertainty; Systematics

Unit 3 – Number; Shape; Quantity and Measures; Relationships

Unit 4 – Dimensions and Directions; Data; Uncertainty; Systematics

### ENTRY REQUIREMENTS

**Students may only enrol in VM studies if they are completing a program that meets the specific program requirements for the VCE VM.**

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially.

Students will be introduced to the outcomes for both units at the beginning of the year so they can effectively plan for the latter part of the year and take appropriate actions to be ready for those outcomes.

### ASSESSMENT

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the use of assessment tools.

### LEVELS OF ACHIEVEMENT

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit as S (Satisfactory) or N (Not Satisfactory)

### MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VM Numeracy \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages-VM-Numeracy)

# Vocational Major

## VM PERSONAL DEVELOPMENT SKILLS

---

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through independent and collaborative activities, PDS builds the capacity of students to set personal goals and participate in their communities with confidence, respect, safety and resilience.

VM Personal Development Skills is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

Unit 1 – Healthy Individuals

Unit 2 – Connecting with Community

Unit 3 – Leadership and Teamwork

Unit 4 – Community Project

### ENTRY REQUIREMENTS

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially. Students will be introduced to the outcomes for both units at the beginning of the year so they can effectively plan for the latter part of the year and take appropriate actions to be ready for those outcomes.

### ASSESSMENT

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the use of assessment tools.

### LEVELS OF ACHIEVEMENT

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit as S (Satisfactory) or N (Not Satisfactory)

**NB: THIS SUBJECT DOES NOT ACCRUE A STUDY SCORE AND CAN ONLY BE COUNTED AS UNIT CREDITS TOWARD COMPLETION OF THE VCE AS A 5<sup>TH</sup> OR 6<sup>TH</sup> SUBJECT. THERE IS NO EXTERNAL EXAMINATION AND WILL ONLY PROVIDE A 10% INCREMENT WHEN DETERMINING A STUDENT'S ATAR.**

### MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VM Personal Development Skills \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

# Vocational Major

## VM WORK RELATED SKILLS

---

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway. Students preparing to transition to the workforce and to further education are best placed for success when they have confidence, self-awareness and the skills to interpret relevant information and make informed decisions about their future goals.

In VM Work Related Skills, students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education, and provides young people with the tools they need to succeed in the future.

VM Work Related Skills is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

Unit 1 – Careers and learning for the future

Unit 2 – Workplace skills and capabilities

Unit 3 – Industrial relations, workplace environment and practice

Unit 4 – Portfolio preparation and presentation

### ENTRY REQUIREMENTS

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially. Students will be introduced to the outcomes for both units at the beginning of the year so they can effectively plan for the latter part of the year and take appropriate actions to be ready for those outcomes.

### ASSESSMENT

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the use of assessment tools.

### LEVELS OF ACHIEVEMENT

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit as S (Satisfactory) or N (Not Satisfactory)

**NB: THIS SUBJECT DOES NOT ACCRUE A STUDY SCORE AND CAN ONLY BE COUNTED AS UNIT CREDITS TOWARD COMPLETION OF THE VCE AS A 5<sup>TH</sup> OR 6<sup>TH</sup> SUBJECT. THERE IS NO EXTERNAL EXAMINATION AND WILL ONLY PROVIDE A 10% INCREMENT WHEN DETERMINING A STUDENT'S ATAR.**

### MORE INFORMATION

For greater detail and specific outcomes visit: [Pages - VM Work Related Skills \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

# VET Internal Subject Descriptions

## Certificate II Community Services (ECEC Pathway) – Delivered by external provider, iTFE

Units		Hours
CHCCOM001	Provide first point of contact	35
CHCCOM005	Communicate and work in health or community services	30
CHCDIV001	Work with diverse people	40
HLTWHS001	Participate in workplace health and safety	20
BSBPEF202	Plan and apply time management	20
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	25
CHCPRT025	Identify and respond to children and young people at risk	40
HLTFSE001	Follow basic food safety practices	30
HLTAID012	Provide First Aid in an education and care setting	22

Duration: One-year full completion. 8:50-3:10 Day TBC

Students must be 15 years old at commencement

Pathways to SBATs in Early Childhood Education, Allied Health, Disability and Education Support.

## Certificate II Sport and Recreation

Units		Hours
HLTWHS001	Participate in workplace health and safety	20
SISOFLD001	Assist in conducting recreation sessions	30
SISXFAC006	Maintain activity equipment	5
SISXIND011	Maintain sport, fitness and recreation industry knowledge	50
SISXEMR003	Respond to emergency situations	20
SISXCCS004	Provide quality service	20
SISXPLD001	Provide hire equipment for activities	10
HLTAID011	Provide First Aid	18
SISSPAR009	Participate in conditioning for sport	30
SISSSO002	Continuously improve officiating skills and knowledge	20

Duration: One-year full completion Wednesday 8:50 to 3:10

Pathways to Certificate III in Sport, Aquatics and Recreation, Cert III Fitness or employment in a range of Sport and Recreational settings

## Multi Industry Pathway Program – Delivered by external provider AGA

Units		Hours
UEERE0001	Apply environmentally and sustainable procedures in the energy sector	20
AURTTK102	Use and maintain tools and equipment in an automotive workplace	20
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	20
VU23312	Prepare for work in the building and construction industry	18
VU23051	Prepare to work in the plumbing industry	20

Duration: One Semester. 8:50-3:10 Day TBC

Pathways to SBATs in trades and pre-apprenticeship qualifications at TAFE



# Terms & Definitions

---

## **Assessment at Unit 3 and 4**

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

## **Australian Tertiary Admission Rank (ATAR)**

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

## **Authentication**

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

## **Careers Education Funding (CEF)**

Career education funding supports Victorian government secondary schools, including specialist schools and English language schools, to provide career education activities to all students in Years 7 to 12.

## **English (Additional Language) (EAL)**

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

## **External Examinations**

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

## **General Achievement Test (GAT)**

The GAT is a General Achievement Test that measures a student's general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. It also measures a student's literacy and numeracy skills against a new standard, introduced in 2022.

All VCE & VCE-VM students sit Section A – 2hrs those students completing VCE general subjects also sit Section B – 1.5hrs. The GAT does not count towards your VCE graduation, but your GAT results are reported to you with your Statement of Results.

The GAT scores are used as a basis for:

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

## **Language Studies**

The VCAA provides courses in a range of different languages. Arrangements can be made through the Victorian School of Languages (VSL) to study many different languages as a Distance Education course if it is not offered at CDSC.

## **Learning Outcomes**

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

## **Language, Literacy, Numeracy Assessment (LLN)**

Students applying for a VET course will be required to complete an online LLN assessment. The LLN assessment is a diagnostic assessment tool used to determine an individual's language, literacy and numeracy (LLN) skill levels. The tasks typically consist of a variety of reading, writing, Maths and oral communication questions designed to be relevant to the VET course and to assess suitability.

## **Registered Training Organisation (RTO)**

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

## Scaling of VCE Subjects

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

## School Assessed Coursework (SACs)

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

## School Assessed Task (SATs)

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

## Semester

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

## Sequence

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

## Special Provision

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

## Statement of Results

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

## Study Design

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

## Study Score

The final marks given by the VCAA for each of the 3 graded assessments will be used to calculate your study score. This is a score from zero to 50 which shows how you performed in a Unit 3 & 4 level study, relative to all other students doing that study. It is based on your results for school assessments and examinations.

## Unit of Work

Every subject is subdivided into units, each lasting half a year (one semester). Students will normally study 10 units while in Year 11 and 10 units while in Year 12.

## Victorian Certificate of Education (VCE)

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

## Victorian Certificate of Education Vocational Major (VCE VM)

VCE VM is designed to sit alongside the VCE and is based on applied learning. It provides an accredited program of studies in four compulsory strands:

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

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

## Victorian Curriculum and Assessment Authority (VCAA)

VCAA is the organisation responsible for VCE and VCE VM curriculum and assessment.

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

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

