

Senior Course Guide 2024



Carrum Downs Secondary College
Respect Integrity Effort

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IMPORTANT DATES

Parent Information Session	13/06/2023
Students Receive Edval Code & Selections Open	13/06/2023
Course Selection Interviews	19/06/2023
Edval Subject Selections Close	20/06/2023
Confirmation of Courses	Term 3

INTRODUCTION

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

The best advice is to choose studies:

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

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 engage in careers focused assemblies, the Year 10 Monash Experience Day and numerous learning activities conducted during Pastoral Care to prepare them to consider options for 2024.

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 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 1st 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 (Yr 12 only) as part of a VCE.

ACCELERATED LEARNING

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

ASSESSMENT IN THE VCE

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

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

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

THE ATAR

The Australian Tertiary 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 students' 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 2024](#)

Victorian Certificate of Education

VCE Vocational Major Pathway

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

SAMPLE VCE VM PROGRAM

- > VCE VM Literacy
OR VCE General English
- > VCE VM Numeracy
OR VCE General Mathematics
- > VCE VM Work Related Skills (WRS)
- > VCE VM Personal Development Skills (PDS)
- > VET / SBAT
- > Structured Workplace Learning (SWL)

Optional:

- > *Undertake VCE General Units*

VCAA REQUIREMENTS FOR VCE VOCATIONAL MAJOR GRADUATION

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.

LITERACY SKILLS

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

Students may wish to undertake VCE General English instead of VCE VM Literacy.

NUMERACY SKILLS

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

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

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

PERSONAL DEVELOPMENT SKILLS (PDS)

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

WORK RELATED SKILLS (WRS)

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

VET / SBAT

All VCE VM students must complete a VET (Vocational Education & Training) course or an SBAT (School Based Apprenticeship/Traineeship). All VCE VM students undertaking a VET course must complete one day a week of Structured Workplace Learning placement.

STRUCTURED WORKPLACE LEARNING (SWL)

Structured workplace learning is on the job training during which a student is expected to master a set of skills or competencies, related to a course accredited by the Victorian Qualifications Authority (VQA).

These courses are generally Vocational Education and Training (VET) programs undertaken by students in VCE Vocational Major Program are supported by the careers team to find their own SWL Placement and travel independently to VET programs at TAFE or other providers.

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?

Vocational Education and Training (VET) is education and training designed to prepare people for work. It is one of the three major sectors of education and training, the other two being the school and higher education sectors.

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

- VET covers education and training useful both before and during employment. It assumes that people will undertake VET throughout their working lives.
- VET includes both craft-based training (associated with traditional apprenticeships such as cabinet making and boiler making) and industry-wide training (for example, broad-based metals modules and office skills modules). It also includes general employment skills such as communication and occupational health and safety.
- VET is provided in institutes and in the workplace. Workplace training can be on-the-job, as with apprenticeships, or in the industry-based training programs and facilities (known as skills centres) found in some larger companies.
- VET is generally associated with the Technical (or Training) and Further Education (TAFE) sector, but it is much wider. Other providers of off-the-job training including private training institutions, and a large proportion of training is conducted in enterprises (that is, business) or on-the-job.
- VET is supported by the Commonwealth, state and territory governments, mainly through the TAFE system and major industry bodies. VET programs range from basic level and skill-specific courses to more advanced and broader courses awarding qualifications such as advanced diplomas. VET is provided by industry, TAFE institutes, adult education, community and private providers and increasingly by schools.

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

EXTERNAL VET PROGRAMS

VET programs are available at to all senior students (VCE students may only enrol if the course runs on a Wednesday afternoon). Students are responsible for their own travel arrangements to the outside training provider.

VCE VET PROGRAMS WITH A STUDY SCORE

The Study Score can contribute directly to the ATAR of a VCE student as one of the student's primary four scaled studies or as the fifth or sixth study. It is important to note that the sequences of VCE VET programs are not designed as stand-alone studies. In order to receive the VET qualification, students should undertake the entire Unit 1 – 4 structure of a VCE/VET program.

SELECTION

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

Bring Your Own Device

BYOD

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

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

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

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

Whilst there are minimum requirements for devices most netbooks with minimum of windows 10 operating system or Mac ios 11 with permanent keyboards will comply with our requirements.

(Please note Chrome books and tablets do not work on our network system)

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

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

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

Financial Support

PARENTS & CARERS

Carrum Downs Secondary College understands that some families may experience financial difficulty. The Camps, Sports and Excursions Fund, CSEF, payment \$225.00 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 Bev Boys, Business Manager / Hardship Officer.

Email: beverley.boys@education.vic.gov.au

Subject List

YEAR 11

VCE GENERAL

ENGLISH

VCE English 1&2
VCE Literature 1&2

MATHS

General Mathematics 1&2
VCE Mathematical Methods 1&2

HUMANITIES

VCE Australian & Global Politics 1&2
VCE Geography 1&2 *
VCE History 1&2
VCE Legal Studies 1&2 *
VCE Accounting 1&2
VCE Business Management 1&2 *
VCE Economics 1&2

LOTE

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 Making & Exhibiting 1&2
VCE Visual Communication Design 1&2

TECHNOLOGY

VCE Applied Computing 1&2
VCE Food Studies 1&2
VCE Product Design & Technology 1&2

VCE VOCATIONAL MAJOR

VCE VM Literacy
VCE VM Numeracy
VCE VM Work Related Skills (WRS)
VCE VM Personal Development Skills (PDS)

YEAR 12

VCE GENERAL

ENGLISH

VCE English 3&4
VCE Literature 3&4
VCE English as an Additional Language (EAL)

MATHS

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 Art Making & Exhibiting 3&4
VCE Visual Communication Design 3&4

TECHNOLOGY

VCE Applied Computing 3&4

VCE VOCATIONAL MAJOR

VCE VM Literacy
VCE VM Numeracy
VCE VM Work Related Skills (WRS)
VCE VM Personal Development Skills (PDS)

VET

VET Horticulture @ Carrum Downs SC
VET Sport & Recreation @ Carrum Downs SC

External VET Programs – please see our careers office for further information about external VET programs

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

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

Pages 10-37

English

VCE ENGLISH

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

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

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

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

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

Unit 3 – Reading and creating text / Analysing argument

Unit 4 – Reading and comparing text / Presenting argument

ENTRY REQUIREMENTS

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

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit:

[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 – Approaches to literature

Unit 2 – Contexts and connections

Unit 3 – Form and Transformation

Unit 4 – Interpreting texts

ENTRY REQUIREMENTS

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

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit:

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

English

VCE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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

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

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

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

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

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

Unit 4 – Reading and comparing text / Presenting argument

ENTRY REQUIREMENTS

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

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit:

[Pages - English and English as an Additional Language \(EAL\) \(vcaa.vic.edu.au\)](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 Units 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 – Investigating and comparing data distributions; Sequences and financial mathematics; Linear equations, graphs and models; and Matrices

Unit 2 – Investigating relationships between two numerical variables; Graphs and Networks; Variation; Space and measurement

Unit 3 – Data analysis; Recursion and financial modelling

Unit 4 – Matrices; and Networks and decision mathematics

ENTRY REQUIREMENTS

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

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 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

ENTRY REQUIREMENTS

There are no prerequisites for entry to Mathematical Methods Units 1 and 2. However, it is strongly recommended that students have undertaken Advanced Mathematics in year 10. It is also strongly recommended that students have successfully undertaken Mathematical Methods Units 1 and 2 prior to undertaking Unit 3. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Units 3 & 4

Unit 3 School-Assessed Coursework 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 AUSTRALIAN & GLOBAL POLITICS

VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities. Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system.

As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice. Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and of contemporary global issues. In doing so, students are provided with the opportunity to develop the awareness and the critical thinking skills that underpin active citizenship and an ability to more deeply appreciate and contextualise the global environment in which they live.

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

Unit 1 – Ideas, actors and powers

Unit 2 – Global connections

Unit 3 – Australian Politics

Unit 4 – Global Politics

ENTRY REQUIREMENTS

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

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit:

[Pages - Australian and Global Politics \(vcaa.vic.edu.au\)](https://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. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? How could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork, the use of geospatial technologies and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform these.

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 concepts: change and interconnection, emphasising increasing human interaction with environments, which has had, and continues to have, significant consequences.

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

Unit 1 – Hazards and disasters

Unit 2 - Tourism

Unit 3 – Changing the land

Unit 4 – Human population- trends and issues

ENTRY REQUIREMENTS

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

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

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

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

Unit 1 – Modern history - Change and conflict

Unit 2 – Modern history - The changing world order

Unit 3 – Revolutions - Chinese

Unit 4 – Revolutions - Russian

ENTRY REQUIREMENTS

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

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit:

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

Humanities

VCE LEGAL STUDIES

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

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

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

Unit 1 – Guilt and liability

Unit 2 – Sanctions, Remedies and Rights

Unit 3 – Rights & Justice

Unit 4 – The People & the Law

ENTRY REQUIREMENTS

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

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit:

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

Humanities

VCE ACCOUNTING

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

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

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

Unit 1 - Role of accounting in business

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

Unit 3 - Financial accounting for a trading business

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

ENTRY REQUIREMENTS

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

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit:

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

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 prior to undertaking Unit 4.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit:

[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 prior to undertaking Unit 4.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

MORE INFORMATION

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

LOTE

VCE JAPANESE

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

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

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

Unit 1 – The Individual world

Unit 2 – Japanese Speaking Communities

Unit 3 – The Changing world

Unit 4 – The Detailed Study

ENTRY REQUIREMENTS

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

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

External Assessment

Examinations:

Written component 37.5%

Oral component 12.5%

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 endeavour 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 prior to undertaking Unit 4.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Units 3

School-Assessed Coursework 20%

Unit 4

School Assessed Coursework 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 endeavour 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 prior to undertaking Unit 4.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Units 3

School-Assessed Coursework 20%

Unit 4

School-Assessed Coursework 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)

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 prior to undertaking Unit 4. (Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional reading as prescribed by their teacher)

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 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. The 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 prior to undertaking Unit 4.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 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 prior to undertaking Unit 4.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit:

[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 performances, and participation in physical activity. The study of physical activity and sedentary behavior is significant for the understanding of health, wellbeing and performance of people.

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

Unit 1 – 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 prior to undertaking Unit 4.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit:

[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 safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature. Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate a range of impacts on outdoor environments and can result in pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments. Outdoor and Environmental Studies enables students to critically analyse these different relationships, effects and issues, providing the knowledge and skills to participate in and contribute to contemporary society. Outdoor and Environmental Studies offers students a range of pathways including further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

Unit 1 – Exploring Outdoor Experiences

Unit 2 – Discovering outdoor environments

Unit 3 – Relationships with outdoor environment

Unit 4 – Sustainable outdoor relationships

(*) 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 prior to undertaking Unit 4.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3

School-Assessed Coursework 25%

Unit 4

School-Assessed Coursework 25%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit:

[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 prior to undertaking Unit 4.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3 & 4

School-Assessed Coursework 40%

End of year performance examination 35%

End of year written examination 25%

MORE INFORMATION

For greater detail and specific outcomes visit:

[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 and issues in the media

ENTRY REQUIREMENTS

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

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Unit 3 & 4

School-Assessed Coursework 18%

School-Assessed Task 37%

End-of-year examination 45%

MORE INFORMATION

For greater detail and specific outcomes visit:

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

The Arts

VCE MUSIC

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

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

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

Unit 1 – Organisation of music

Unit 2 - Effect in music

Music Repertoire or Contemporary Performance

Unit 3 – Performing, Analysing Performance and Responding

Unit 4 - Performing

ENTRY REQUIREMENTS

Schools recommend that students should have completed a minimum of 2 years of music subjects to start VCE Music. Students must undertake Unit 3 prior to undertaking Unit 4.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Units 3

School-Assessed Coursework 30%

Unit 4

School-Assessed Coursework 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://www.vcaa.vic.edu.au/Pages/Music)

The Arts

VCE ART MAKING & EXHIBITING

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice, and encourages them to broaden and develop their own ideas and thinking around their own art making.

A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art Making and Exhibiting. The way institutions design exhibitions and present artworks, and also how they conserve and promote exhibitions, are key aspects of the study.

Unit 1 – Explore, expand and investigate

Unit 2 – Understand, develop and resolve

Unit 3 – Collect, extend and connect

Unit 4 – Consolidate, present and conserve

ENTRY REQUIREMENTS

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

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Units 3 & 4

School-Assessed Coursework 10%

School-Assessed Task 60%

End-of-year examination 30%

MORE INFORMATION

For greater detail and specific outcomes visit:

[Pages - VCE Art Making and Exhibiting \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

The Arts

VCE VISUAL COMMUNICATION DESIGN

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. Students participate in critiques, both delivering and receiving constructive feedback and expanding their design terminology.

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 prior to undertaking Unit 4.

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Units 3

School-Assessed course work 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 APPLIED COMPUTING – SOFTWARE DEVELOPMENT

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

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

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

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

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

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

Unit 4 – Software Development - Cyber security

ENTRY REQUIREMENTS

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

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Units 3

School-Assessed Coursework 10%

Unit 4

School-Assessed Coursework 10 %

School –Assessed Task 30%

End-of-year examination 50%

MORE INFORMATION

For greater detail and specific outcomes visit:

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

Technology

VCE FOOD STUDIES

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

Unit 1 – Food Origins

Unit 2 – Food Makers

Unit 3 – Food in daily life

Unit 4 – Food issues, challenges and futures

ENTRY REQUIREMENTS

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

ASSESSMENT

Satisfactory Completion

Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2

Individual school decision on levels of achievement

Units 3

School-Assessed Coursework 30%

Unit 4

School-Assessed Coursework 30%

End-of-year examination 40%

MORE INFORMATION

For greater detail and specific outcomes visit:

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

Technology

VCE WOOD – PRODUCT DESIGN & TECHNOLOGY

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

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

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

ENTRY REQUIREMENTS

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

ASSESSMENT

Satisfactory Completion
Demonstrated achievement on each outcome specified.

LEVELS OF ACHIEVEMENT

Units 1 & 2
Individual school decision on levels of achievement
Unit 3 & 4
School-Assessed Coursework 20%
School-Assessed Task 50%
End-of-year examination 30%.

MORE INFORMATION

For greater detail and specific outcomes visit:

[Pages - Product Design and Technology \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

Terms & Definitions

Assessment at Unit 3 and 4 Level

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

Australian Tertiary Admission Rank (ATAR)

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

Authentication

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

English (Additional Language) (EAL)

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

External Examinations

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

General Achievement Test (GAT)

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

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

The GAT scores are used as a basis for:

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

Languages Other Than English (LOTE)

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

Learning Outcomes

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

Managed Individual Pathways (MIPS)

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

Registered Training Organisation (RTO)

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

Scaling of VCE Subjects

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

School Assessed Coursework (SACs)

Coursework assessment is the graded assessment of work done mainly in class time to establish how you are performing in Units 3 and 4. This work is in the form of assessment tasks specified in the Study Design.

Coursework assessment is often referred to as School Assessed Coursework or a SAC. Assessment at Units 1 and 2 is also described as SACs.

School Assessed Task (SATs)

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

Semester

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

Sequence

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

Special Provision

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

Statement of Results

A set of documents which record the results you 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 and extends pathways for students from school to VCE, further education, training and work.

Victorian Curriculum and Assessment Authority (VCAA)

VCAA is the organisation responsible for VCE and 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.