Our College’s widely-respected VCE program offers Year 11 and 12 students a breadth of academic and vocational units. Our VCAL program provides an alternative to VCE pathway for students preparing for employment and who desire a more practical aspect to their studies. Both VCE and VCAL students are also able to blend their studies with Vocational Education & Training courses (VET), or with Australian School-based Apprenticeships.

List of Contents

VCE Introduction .................................................................................................................................................. 4
VCAL Introduction .................................................................................................................................................. 5
VCAL Course Outline ........................................................................................................................................ 5
Available library resources ................................................................................................................................. 6
Description of VCE Units
  Biology ................................................................................................................................................................ 7
  Business Management ..................................................................................................................................... 8
  Chemistry .......................................................................................................................................................... 9
  English ............................................................................................................................................................. 10
  Health & Human Development ....................................................................................................................... 11
  History ............................................................................................................................................................ 11
  Information Technology ................................................................................................................................. 12
  Legal Studies .................................................................................................................................................. 13
  Literature ........................................................................................................................................................ 14
  LOTE (Indonesian) ....................................................................................................................................... 15
  Mathematics ................................................................................................................................................... 16
  Outdoor & Environmental Studies .................................................................................................................. 19
  Physical Education ....................................................................................................................................... 19
  Physics ............................................................................................................................................................ 20
  Psychology ....................................................................................................................................................... 21
  Studio Arts ...................................................................................................................................................... 22
  Technology Studies ......................................................................................................................................... 23
    - Food and Technology
    - Production Design & Technology
  Visual Communication and Design .................................................................................................................. 25
VET Courses & Australian School-based Apprenticeships .................................................................................. 26
Selecting a course: VCE Pathways ....................................................................................................................... 29
Listing of Year 11 subjects .................................................................................................................................... 31
Listing of Year 12 subjects .................................................................................................................................... 32
Glossary ............................................................................................................................................................... 33

KEY CONTACTS

MS GAIL HARDMAN: ACTG SCHOOL PRINCIPAL
MR DEREK RIMES: ACTG ASSISTANT PRINCIPAL & SNR SCHOOL MGT
MR JEREMY LINTON: CAREERS AND PATHWAYS
MR JURGEN FRANK: YR 7 – 12 MANAGEMENT
MS SOPHIE RILEN: YR12 COORDINATOR
MS MARGARET TUCKWELL: YR11 COORDINATOR
MR CHRISTY RILEN: YR10 COORDINATOR
MS LAURA POWELL: VCAL COORDINATOR

SEYMOUR COLLEGE: PHONE 0357711300  FAX 0357924041
LEARNING PATHWAYS

VCE - VICTORIAN CERTIFICATE OF EDUCATION
Usually 20–24 units, 90 different studies available

VET / APPRENTICESHIPS AND TRAINEESHIPS
VCE VET, School-based Apprenticeships and Traineeships, other VET Certificates

TRAINING (TAFE or school, industry, RTO, ACE)

STRUCTURED WORKPLACE LEARNING

COMPLETION OF VCE

EMPLOYMENT/APPRENTICESHIP/TRAINEESHIP WORKPLACE LEARNING

TAFE CERTIFICATE III/IV, DIPLOMA, ADVANCED DIPLOMA

UNIVERSITY

VCAL - VICTORIAN CERTIFICATE OF APPLIED LEARNING
Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills, Personal Development Skills

COMPLETION OF VCAL
ABOUT THE VCE

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

This is a two-year certificate based on the final two years of secondary education.

Summary of our school’s VCE requirements

VCE students will complete up to 22 units over two years.
At our College, most students will select 12 units in their first year and 10 units in their second year.

To complete VCE

Students must complete a minimum of 16 units, including:
- at least 3 units of English (or approved equivalent, Literature)
- 3 sequences of level 3/4 units, other than English
- it is recommended that students choose courses offering them clear pathways towards preferred further study or employment/training.

Completion of Work

Normally all learning outcomes must be completed by the deadlines set by class teachers.
Under some circumstances, students may apply for extension of time to fulfil learning outcomes. Level co-ordinators will provide details of this process.

Assessment

Students will be assessed as “S” (Satisfactory completion) or “N” (Unit not completed) at the end of each VCE unit.
Assessment tasks will be scored or graded from A+ to E and will have a description related to each grade.
Work submitted which does not satisfy the minimum requirements will be ungraded (UG).
When work is not submitted for assessment, the symbol NA (Not Assessed) will be used.
Internal examinations will be held at the end of each semester for Units 1 & 2 (Year 11). Unit 3 & 4 (Year 12) coursework assessments are passed to the Victorian Curriculum & Assessment Authority.

Unscored VCE Option

Some students enrolling in VCE will be recommended to pursue an unscored Year 12. This will lead to award of the VCE certificate, but will not lead to an ATAR (tertiary study) selection score. This will be intended only for students who are proceeding to employment or apprenticeships/other training beyond Year 12.

Performance Review Panel

It is expected that all students should attend regularly and make a serious attempt to complete all work requirements. Students whose performance is considered unsatisfactory may be asked to meet with a Review Panel with a view to improving the student’s performance. In extreme cases, the student’s enrolment may be reviewed.

HANDY TIP

Plan ahead: check key dates for VCE on the VCAA website:
vcaa.vic.edu.au
VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

VCAL is a certificate course for students at Years 11 and 12, intended as an alternative to VCE. VCAL provides an opportunity for students to learn through an applied or ‘hands on’ approach, and is intended for students who will definitely not seek entry to further study or who prefer to pursue employment after leaving school. VCAL courses will be offered at Intermediate and Senior levels.

The Intermediate VCAL course at this school will offer studies in workplace literacy and numeracy, in personal development, in work-related skills, and will involve a work placement or VET program.

Intermediate and Senior VCAL students cover the same study areas at higher levels, but may also be required to undertake VET modules, which can then be used as credit towards a certificate-level qualification.

- VCAL can be completed at Intermediate level in ONE year, resulting in award of the certificate.
- Students may continue a second year of VCAL study at Senior level the following year. Or, students who have completed one year of VCAL could possibly transfer to VCE at Year 11 the following year.
- Students enrolling in VCAL are encouraged to enrol in Vocational Education and Training (VET) studies, in a VET stream of their choice. Either VET studies or a School-based Apprenticeship or a supervised work placement must be undertaken by VCAL students. This may involve VET fees: see the VET section of this handbook.
- Students in the VCAL program will have 3 days of study at school per week. Work placements are part of the VCAL program, negotiated as part of the regular curriculum. Permanent part-time or casual work can be counted in lieu of work placement.
- Students & parents interested in the VCAL program should contact the VCAL co-ord, Ms L. Powell.

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

COURSE OUTLINE

The Victorian Certificate of Applied Learning (VCAL) offers a fixed program of studies. Courses are built upon completion of a set number of unit credits and assessment is administered by the Victorian Curriculum & Assessment Authority.

INTERMEDIATE VCAL

The following units are mandatory, two units each over the course of the year:

1. **Literacy skills**
   - literacy and oral communication skills for self-expression, personal and family life
   - language skills for practical and workplace settings
   - language skills for knowledge and public issues and debate

2. **Numeracy skills**
   - Maths skills for personal organisation and knowledge
   - Maths for interpreting society
   - Maths for practical and workplace applications

3. **Work-related skills**
   - interview and resume skills; demonstrating ‘employability’ skills
   - workplace requirements and rights; occupational health and safety
   - making informed vocational pathways choices

4. **Personal development skills**
   - leadership skills, working in teams, maintaining a reflective work journal
   - conflict resolution skills
   - using interpersonal skills to communicate ideas and information

In addition to these core studies, students will also participate in a VET program, as well as undertaking a structured work placement or School-based Apprenticeship.
SENIOR VCAL
The course for students who decide to remain for a second VCAL year, offering the same mandatory units (two in each area per year), but pitched at an enhanced level of competence and independent study.

- **Literacy skills**  
as above
- **Numeracy skills**  
as above
- **Work-related skills**  
as above
- **Personal Development**  
as above

To gain the VCAL certificate, students **MUST** also enrol in and complete either (a) a VET course chosen from the VET options available to senior students at our school. See the VET section of this Handbook for details of courses and fees; **or** (b) an Australian School-based Apprenticeship; **or** (c) an approved, supervised work placement.

AVAILABLE LIBRARY RESOURCES
The Library should be a crucial part of any student’s education. With this in mind, our school library offers the following support for our VCE students

- Independent research. Students can borrow laptops for private study and associated research
- Access to newspaper indexing service
- Comfortable work areas, for both small groups and individual study
- Venue for study nights after school
- Daily newspapers and a two year collection of the three major Vic. papers.
- Automated catalogue
- Photocopying (2c for Black and White, 12c for Colour) and printing facilities
- Extensive fiction collection
- Recreational magazines
- Access to relevant tertiary information guides

WEB RESOURCES

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>VTAC</td>
<td>Victorian Tertiary Admissions Centre</td>
<td><a href="http://www.vtac.edu.au">www.vtac.edu.au</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a></td>
<td></td>
</tr>
</tbody>
</table>
DESCRIPTIONS OF UNITS OFFERED IN VCE.

BIOLOGY
Biology is the study of living organisms, of life processes, and of the different levels of organisation from the cell to the biosphere. It includes the study of interactions between organisms and between organisms and their environments. It considers the unity and continuity of life as well as diversity and change. A number of tertiary courses require the study of VCE Biology as a preparation.

Structure
The study is made up of four units:
Unit 1: Unity and Diversity
Unit 2: Organisms and their Environment
Unit 3: Signatures of Life
Unit 4: Continuity and Change.

Unit 1
This unit focuses on the study of life at a cellular level and factors that affect the survival of cells; functioning organisms, the study of body systems and organ dissection.

Unit 2
This unit investigates the rich diversity of Australian ecosystems and the relationship between living things and their environment; animal behavior, lifecycles and reproductive strategies.

Unit 3
This unit focuses on the study of molecules and biochemical processes that are indicators of life and focuses on the structure of DNA, genes and the code for production of proteins.

Unit 4
This unit focuses on molecular genetics including the role genes play in establishing biodiversity. Also included is a study of evolution including the historical development of ideas and the use of evidence.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. However, students who enter the study at Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion
Achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
School based assessment tasks (including end of semester exams) to measure the extent to which outcomes have been demonstrated.

Units 3 and 4
School-assessed coursework, a mid-year examination and an end-of-year examination.
- Unit 3 school-assessed coursework: 17 per cent
- Mid-year examination: 33 per cent
- Unit 4 school-assessed coursework: 17 per cent
- End-of-year: 33 per cent.

Studies in Biology can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Agricultural scientist</th>
<th>Geneticist</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomist</td>
<td>Horticulturalist</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Agronomist</td>
<td>Horticulture manager</td>
<td>Veterinarian</td>
</tr>
<tr>
<td>Biologist</td>
<td>Immunologist</td>
<td>Viticulturist</td>
</tr>
<tr>
<td>Biotechnologist</td>
<td>Landscape architect</td>
<td>Zoologist</td>
</tr>
<tr>
<td>Botanist</td>
<td>Marine Biologist</td>
<td></td>
</tr>
<tr>
<td>Ecologist</td>
<td>Microbiologist</td>
<td></td>
</tr>
<tr>
<td>Entomologist</td>
<td>Natural therapist</td>
<td></td>
</tr>
<tr>
<td>Environmental planner</td>
<td>Pathologist</td>
<td></td>
</tr>
<tr>
<td>Forensic Pathologist</td>
<td>Pharmacist</td>
<td></td>
</tr>
</tbody>
</table>
BUSINESS MANAGEMENT

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. The study recognises that there is a range of management theories rather than a single theory of management. Each unit examines some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.

Structure
The study is made up of four units:
Unit 1: Small business management
Unit 2: Communication and management
Unit 3: Corporate management
Unit 4: Human resource and operations management

Unit 1
This unit studies generic business concepts, which apply to the management of organisations of varying size, complexity or industry setting. It also involves a consideration of the range of activities related to planning and operation of a small business. The unit also considers the importance of ethically and socially responsible management for businesses and their stakeholders.

Unit 2
This unit focuses on the importance of effective communication in achieving business objectives. Students examine internal and external business communication and are introduced to its effective use in different contexts. Marketing and public relations are considered. This unit focuses on several aspects of management:
- Communication in business
- Managing marketing and managing public relations

Unit 3
This unit examines the role and importance of large-scale organisations to the Australian economy. It considers the nature of large scale organisations and their internal operations, management styles, skills and functions.

Unit 4
This unit examines the human resource management practices and processes and the management of change within large scale organisations.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 prior to doing Unit 4.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Unit 3 and 4
School-assessed coursework and end-of-year examination
- Unit 3 school assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 per cent.

Studies in Business Management can lead to study and career options in the following areas:

| Advertising | Industrial Relations Officer | Stockbroker |
| Brand Management | Investment Analyst | Teacher |
| Business Analyst | Management consultant | Trade Analyst |
| Company Secretary | Market researcher | University Lecturer |
| Diplomat | Marketing Officer | Statistician |
| Exporter/Importer | Political scientist | Securities dealer |
| Farmer/Farm Manager | Portfolio manager | Financial Manager |
| Human Resource Developer | Public relations officer | Financial Journalist |
CHEMISTRY

Chemical processes are important in improving human health, preventing environmental problems and rehabilitating degraded environments.

In this study of Chemistry a thematic approach has been adopted, and throughout the study contexts have been provided to apply chemical knowledge to technology and society.

Students will investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues.

Structure

The study is made up of four units.

Unit 1 The big ideas of Chemistry

This unit examines the periodic table and our understanding of the internal structure of the atom. Students study metallic, ionic and covalent bonding, and the use of polymers. Students use the language of chemistry, its symbols, formulae and equations to explain observations and data collected from experiments.

Unit 2 Environmental Chemistry

Students will investigate how Chemistry is used to respond to the effects of human activity on our environment, and are introduced to new, cleaner, more efficient processes which have been designed using green chemistry principles. They will continue learning the language of chemistry and explaining data from experiments.

Unit 3

This unit adopts a global perspective by examining the large-scale industrial production of some chemicals. The work of chemists in these industries is examined. Again, design and performance of experiments is important in the unit.

Unit 4

This unit focuses on the factors that affect the rate and extent of a chemical reaction. One important chemical is studied in detail. The use of different energy sources is examined. Students also construct and operate simple galvanic and electrolytic cells and use the electrochemical series to explain their results.

Entry

Knowledge from Unit 2 is required in Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Units 3 and 4

School assessed coursework, a mid-year examination and an end-of-year examination.

- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 20 per cent
- Final examination: 60 per cent.

Studies in Chemistry can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Anesthetist</th>
<th>Mining &amp; metallurgy</th>
<th>Surgeon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemist</td>
<td>Nutritionist</td>
<td>Teacher</td>
</tr>
<tr>
<td>Chemical engineer</td>
<td>Obstetrician/Gynecologist</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Environmental scientist</td>
<td>Ophthalmologist</td>
<td>Medical practitioner</td>
</tr>
<tr>
<td>Food technologist</td>
<td>Pathologist</td>
<td>Radiologist</td>
</tr>
<tr>
<td>Geneticist</td>
<td>Pediatrician</td>
<td>Manufacturing – quality control</td>
</tr>
<tr>
<td>Geochemist</td>
<td>Pharmacist</td>
<td>Psychiatrist</td>
</tr>
<tr>
<td>Industrial chemist</td>
<td>Pharmacologist</td>
<td></td>
</tr>
</tbody>
</table>
ENGLISH

Note: English Units 1 to 4 (or an approved equivalent) are compulsory for all VCE students.

This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society.

It emphasises the integration of reading, writing, speaking, listening, and thinking.

It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

The study of set texts is central to work in English.

Structure

The study is made up of 4 units.

Unit 1

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, to comprehend and analyse the ways in which texts are constructed and interpreted. Students will develop confidence and competence in creating written and oral texts. Set texts for this unit will be chosen by the school.

Unit 2

The focus of this unit is on reading and responding to an expanded range of text types, to comprehend and analyse the ways in which texts are constructed and interpreted. Students will develop confidence and competence in creating written and oral texts. Set texts for this unit will be chosen by the school.

Unit 3

The focus of this unit is the development of critical responses to both print and non-print texts, including media texts, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

Students must demonstrate the following outcomes:
- Discuss in detail the ideas, experiences and issues dealt with in selected texts and in current Australian media texts.
- Present complex ideas and information to an audience through a prepared oral presentation.

Unit 4

The focus of this unit is the development of critical responses to both print and non-print texts, and the achievement of competence and confidence in writing for different purposes and audiences in a variety of forms.

Entry

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

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Unit 1 and 2

School based assessment tasks (including end of semester exams) to measure the extent to which outcomes have been demonstrated.

Unit 3 and 4

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

Studies in English can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Actor</th>
<th>Literary critic</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcer</td>
<td>Media analyser</td>
<td>Teacher/Librarian</td>
</tr>
<tr>
<td>Archivist</td>
<td>Playwright</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Author</td>
<td>Presenter</td>
<td>Writer</td>
</tr>
<tr>
<td>Bookseller</td>
<td>Program director (radio/TV)</td>
<td>Politician</td>
</tr>
<tr>
<td>Copywriter</td>
<td>Publicity officer</td>
<td></td>
</tr>
<tr>
<td>Editor</td>
<td>Publisher</td>
<td></td>
</tr>
<tr>
<td>Historian</td>
<td>Reviewer</td>
<td></td>
</tr>
<tr>
<td>Journalist</td>
<td>Script writer</td>
<td></td>
</tr>
<tr>
<td>Librarian</td>
<td>Speech pathologist</td>
<td></td>
</tr>
</tbody>
</table>
HEALTH & HUMAN DEVELOPMENT
The central focus of the Health and Human Development study is to examine the factors that promote wellbeing in individuals, families and communities. This study aims to develop an understanding of the relationship between health and human development.

Structure
The study is made up of four units:
Unit 1: Issues in the health and development of Australian youth; detailed study of one health issue, including community and government strategies; nutrition in youth health.
Unit 2: Lifespan stages of childhood and adulthood; social and physical environments such as family and community; the ageing population, new advances in technology, alternative health services, the impact of environmental change; human rights and ethics.
Unit 3: The different levels of health experienced by different groups of Australians; the determinants of health, including biological, behavioral and social factors; government and non-government initiatives are studied, including nutrition.
Unit 4: Global perspectives on sustainable improvements in health and development; factors in leading full, productive and creative lives; expanding people’s choices and access to knowledge, health and standard of living; participation in community and decision-making.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at Unit 3 may need to undertake preparatory work based on Unit 1 and, more particularly, on Unit 2 as specified by the teacher.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.
Levels of Achievement
Unit 1 and 2
School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.
Unit 3 and 4
School-assessed coursework and an end-of-year examination.
· Unit 3 school-assessed coursework: 25 per cent
· Unit 4 school-assessed coursework: 25 per cent
· Units 3 and 4 examination: 50 per cent.

Studies in Health & Human Development can lead to study and career options in the following areas

<table>
<thead>
<tr>
<th>Age carer</th>
<th>Medical imaging professional</th>
<th>Registered nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambulance office/Paramedic</td>
<td>Medical receptionist</td>
<td>Speech pathologist</td>
</tr>
<tr>
<td>Child care worker</td>
<td>Naturopath/Acupuncturist</td>
<td>Youth worker</td>
</tr>
<tr>
<td>Child/Youth residential carer</td>
<td>Nursing Aide</td>
<td></td>
</tr>
<tr>
<td>Chiropractor</td>
<td>Nutritionist</td>
<td></td>
</tr>
<tr>
<td>Dental assistance</td>
<td>Occupational therapist</td>
<td></td>
</tr>
<tr>
<td>Dietician</td>
<td>Personal care assistant</td>
<td></td>
</tr>
<tr>
<td>Enrolled Nurse</td>
<td>Physiotherapist</td>
<td></td>
</tr>
<tr>
<td>General medical practitioner</td>
<td>Podiatrist</td>
<td></td>
</tr>
</tbody>
</table>

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

Structure:
The study is made up of four units,
Unit 1: Twentieth-Century History (1900-1945)
Unit 2: Twentieth-Century History (since 1945)
Unit 3 and 4: Australian History
Units 3 and 4 are designed to be taken as a sequence.
Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment.
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Units 3 and 4
School-assessed coursework and an end-of-year examination.
  · Unit 3 school-assessed coursework: 25 per cent
  · Unit 4 school-assessed coursework: 25 per cent
  · Unit 3 and 4 examination: 50 per cent.

Studies in History can lead to study and career options in the following areas

<table>
<thead>
<tr>
<th>Anthropologist</th>
<th>Journalist</th>
<th>Script writer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archaeologist</td>
<td>Lawyer</td>
<td>Solicitor</td>
</tr>
<tr>
<td>Archivist</td>
<td>Librarian</td>
<td>Teacher</td>
</tr>
<tr>
<td>Art Historian</td>
<td>Museum curator</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Author</td>
<td>Photographer</td>
<td></td>
</tr>
<tr>
<td>Conservator</td>
<td>Playwright</td>
<td></td>
</tr>
<tr>
<td>Criminologist</td>
<td>Political scientist</td>
<td></td>
</tr>
<tr>
<td>Cultural Heritage officer</td>
<td>Publisher</td>
<td></td>
</tr>
<tr>
<td>Diplomat</td>
<td>Records manager</td>
<td></td>
</tr>
<tr>
<td>Historian</td>
<td>Researcher</td>
<td></td>
</tr>
</tbody>
</table>

INFORMATION TECHNOLOGY
This study focuses on the processing of data and the management of information to meet a range of individual and social purposes. Students learn to use information technology and also about its power, scope and limitations. Students will be equipped to make use of information and communication technology, to make informed personal and workplace choices.

Structure
The study is made up of four units:

Unit 1: Information Technology in Action
Unit 2: Information Technology Pathways
Unit 3: Information Technology Applications
Unit 4: Information Technology Applications

Unit 1: IT in action
The focus of this unit is on how we use ICT in our daily lives, by entering, processing, storing and communicating data, using a range of software to create solutions.

Unit 2: IT Pathways
The focus of this unit is on how organisations use ICT. Students develop the skills to create solutions that meet clients’ needs, using programming and visualization softwares.

Unit 3: Information Technology Applications
Students learn to use web authoring and database management software to solve information problems, in meeting the needs of organisations and online communities.

Unit 4: Information Technology Applications
In this unit explore how organisations manage the storage, communication and disposal of data, to protect the security of information and to improve efficient information handling. This unit includes the use of spreadsheets.
Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment.
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
School based assessment tasks (including end of semester exams) to measure the extent to which outcomes have been demonstrated.
Units 3 and 4
School-assessed coursework and an end-of-year examination.
  · Unit 3 school-assessed coursework: 25 per cent
  · Unit 4 school-assessed coursework: 25 per cent
  · Unit 3 and 4 examination: 50 per cent.

Studies in Information Technology can lead to study and career options in the following areas

<table>
<thead>
<tr>
<th>Animator</th>
<th>IT administrator</th>
<th>System designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cartographer</td>
<td>IT educator</td>
<td>Teacher</td>
</tr>
<tr>
<td>Computer programmer</td>
<td>IT manager</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Computer systems analyst</td>
<td>IT support technician</td>
<td>Web designer/developer</td>
</tr>
<tr>
<td>Computer systems auditor</td>
<td>Materials engineer</td>
<td>Statistician</td>
</tr>
<tr>
<td>Computer systems engineer</td>
<td>Multimedia developer</td>
<td>Investment analyst</td>
</tr>
<tr>
<td>Database administrator</td>
<td>Multimedia systems engineer</td>
<td>Industrial engineer</td>
</tr>
<tr>
<td>Graphic designer</td>
<td>Network administrator</td>
<td>Software engineer</td>
</tr>
</tbody>
</table>

LEGAL STUDIES
This study provides students with an analysis of the processes of law-making and methods of dispute resolution, developing an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on Australian society. This subject also assists in the development of students' knowledge of their basic legal rights and responsibilities.

Structure
The structure is made up of four units:
Unit 1: Criminal Law in Action
Unit 2: Issues in Civil Law
Unit 3: Law-making
Unit 4: Dispute resolution

Unit 1
This unit explores legal and non-legal rules, the Victorian courts, parliamentary law-making, the role of police, criminal trial procedures. Students explore notions of fairness and justice.

Unit 2
This unit explores the resolution of civil disputes: civil litigation, defences to civil claims and civil rights. Alternative avenues of dispute resolution are also explored.

Unit 3
This unit focuses on the institutions, which determine laws, and the processes by which laws are made, the reasons why laws are necessary and the Commonwealth Constitution. Students evaluate the strengths and weaknesses of law-making bodies.

Unit 4
This unit focuses on the courts, tribunals and alternative avenues of dispute resolution, and processes and procedures, which operate within the legal system, especially in Victoria.
Entry
There are no prerequisites for entry to Unit 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Unit 3 and 4
School-assessed coursework and an end-of-year exam

· Unit 3 school-assessed coursework: 25 per cent
· Unit 4 school-assessed coursework: 25 per cent
· Units 3 and 4 examination: 50 per cent.

Studies in Legal Studies can lead to study and career options in the following areas

<table>
<thead>
<tr>
<th>Administrative assistant</th>
<th>Legal secretary</th>
<th>Youth worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrister</td>
<td>Magistrate</td>
<td>University lecturer</td>
</tr>
<tr>
<td>Clerical officer</td>
<td>Management consultant</td>
<td>Legal clerk</td>
</tr>
<tr>
<td>Clerk of courts</td>
<td>Politician</td>
<td>Teacher</td>
</tr>
<tr>
<td>Commentator</td>
<td>Corrections officer</td>
<td>Journalist</td>
</tr>
<tr>
<td>Criminologist</td>
<td>Senior manager</td>
<td>Human Rights Lawyer</td>
</tr>
<tr>
<td>Diplomat</td>
<td>Social worker</td>
<td>Solicitor</td>
</tr>
</tbody>
</table>

LITERATURE
Literature involves the study and enjoyment of a wide range of literary texts - classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate experience.

Suitable students may study Literature 3 & 4 in place of English 3 & 4 for the purposes of completing VCE requirements.

Structure
The study is made up of 4 units.

Unit 1
This unit enables students to develop effective reading strategies, to examine the ideas and views of life which are presented in the literature studied and relate what they read to their own lives. The unit covers various kinds of literature with a special focus on post 1950 texts.

Unit 2
This unit focuses on developing reading strategies and personal responses to literature, and to an understanding of how themes and ideas in texts relate to personal and social experiences. It covers a variety of literature with an emphasis on works from periods prior to 1950.

Unit 3 and 4
The study of literature is a means of exploring human experience. It involves asking questions such as: whose experiences and what experiences are given voice in the text? How are they created through the text's use of language and literary devices? What does the text's representation of characters and events suggest about the values and views of the text?

These units examine such questions and involve students in analysing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

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

Assessment
Satisfactory completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Units 3 and 4
School assessed coursework and an end-of-year examination
- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 percent.

Studies in Literature can lead to study and career options in the following areas

<table>
<thead>
<tr>
<th>Actor</th>
<th>Literary critic</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcer</td>
<td>Media analyser</td>
<td>Teacher/Librarian</td>
</tr>
<tr>
<td>Archivist</td>
<td>Playwright</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Author</td>
<td>Presenter</td>
<td>Writer</td>
</tr>
<tr>
<td>Bookseller</td>
<td>Program director (radio/TV)</td>
<td></td>
</tr>
<tr>
<td>Copywriter</td>
<td>Publicity officer</td>
<td></td>
</tr>
<tr>
<td>Editor</td>
<td>Publisher</td>
<td></td>
</tr>
<tr>
<td>Historian</td>
<td>Reviewer</td>
<td></td>
</tr>
<tr>
<td>Journalist</td>
<td>Script writer</td>
<td></td>
</tr>
<tr>
<td>Librarian</td>
<td>Speech pathologist</td>
<td></td>
</tr>
</tbody>
</table>

LANGUAGES OTHER THAN ENGLISH (LOTE)

Please note that students wishing to study language in VCE may need to enrol in correspondence study, depending on enrolment numbers. This involves Victorian School of Languages fees.

INDONESIAN (Second Language)

This study develops students’ ability to understand and use the language of a country that is one of Australia’s closest neighbours and is one of the most populous countries in the world.

The study of Indonesian promotes the strengthening of links between Australia and Indonesia, in particular in areas such as business, tourism and education. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in cross-cultural understanding, cognitive development, and literacy.

Structure

The study is made up of four units.

Unit 1

The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit should allow the student to establish and maintain a spoken or written exchange, listen to read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

Unit 2

The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit will allow the student to participate in a spoken or written exchange, listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.

Units 3 and 4

The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. In these units students undertake a detailed study of language and culture through texts. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts that reflect aspects of the language and culture of Indonesian-speaking communities.

Entry

Indonesian Second Language is designed for students who do not have an Indonesian background, that is students who have learnt all the Indonesian they know in an Australian school or similar environment. These students will, typically, have studied Indonesian for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must complete application forms giving details of their background in Indonesian, if they wish to enrol in this study. Students must also undertake Unit 3 prior to Unit 4.
**Assessment**

**Satisfactory Completion**
Demonstrated achievement of outcomes specified for the unit.

**Levels of Achievement**

**Units 1 and 2:** School-based assessment tasks.
**Units 3 and 4**
School-assessed coursework and two end-of-year examinations.
- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent

*Studies in Language can lead to study and career options in the following areas*

<table>
<thead>
<tr>
<th>SBS (with its wide multicultural audience)</th>
<th>Curator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel and Tourism Industry</td>
<td>Humanitarian Aid</td>
</tr>
<tr>
<td>Department of Foreign Affairs</td>
<td>Librarian</td>
</tr>
<tr>
<td>Trade Careers (International and EU Companies)</td>
<td>Diplomat</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Writer</td>
</tr>
<tr>
<td>Winemaker</td>
<td>Chef</td>
</tr>
<tr>
<td>Fashion Industry</td>
<td>Art Critic</td>
</tr>
<tr>
<td>Marketing Teacher</td>
<td>Journalist</td>
</tr>
<tr>
<td>Translator</td>
<td></td>
</tr>
</tbody>
</table>

**MATHEMATICS**

*It is important, before selecting any course in Math’s that students consult with their current teachers.*

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

This study is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

**Structure**
The study is made up of the following units:

- **General Mathematics** Units 1 and 2
- **Mathematical Methods** Units 1 and 2
- **Further Mathematics** Units 3 and 4
- **Mathematical Methods** Units 3 and 4
- **Specialist Mathematics** Units 3 and 4.

**Rules governing course selection:**
- Students wishing to choose Specialist Maths must choose Maths Methods 3 & 4 as well.
- Students choosing Maths Methods 3 & 4 must have completed Maths Methods 1 & 2.
### The Six Possible Maths Pathways

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Maths 1/2</td>
<td>none</td>
</tr>
<tr>
<td>2. General Maths 1/2</td>
<td>Further Maths 3/4 (ideal for students who need a Year 12 Maths, but who do not intend to proceed to tertiary Maths)</td>
</tr>
<tr>
<td>3. Maths Method 1/2</td>
<td>Further Maths 3/4 (as above)</td>
</tr>
<tr>
<td>4. Maths Method 1/2</td>
<td>Maths Method 3/4 (suitable for entry to tertiary courses involving some Maths.)</td>
</tr>
<tr>
<td>5. Maths Method 1/2</td>
<td>Maths Method 3/4 (as above)</td>
</tr>
<tr>
<td>6. Maths Method 1/2</td>
<td>Maths Method 3/4 (as above)</td>
</tr>
<tr>
<td>7. Maths Methods 1/2 and General Maths Advanced 1/2</td>
<td>Maths Methods 3/4 (suitable for entry into tertiary courses in the Physical Sciences or Engineering)</td>
</tr>
</tbody>
</table>

**Notes:** Students moving into Year 11 who have mathematical ability are strongly advised to choose Maths Method 1/2 (if so advised), as this will keep post-school options open. It is possible in cases of difficulty to move to change to General Maths in semester 2. Some students with exceptional Maths ability may also be advised to select Advanced General Maths at Year 11, in addition to Maths Methods.

### Description of Mathematics Units.

**Units 1 and 2: General Mathematics**
General Mathematics provides courses for diverse groups of students and may be implemented in a number of ways. The areas of study are Statistics and Probability, Arithmetic, Functions and Graphs, Algebra, Geometry, and Trigonometry.

**Units 1 and 2: General Maths Advanced**
For students who will wish to study Specialist Maths in Year 12, and highly recommended for students proceeding to Maths Methods in Year 12. Students who choose this stream of Year 11 Maths MUST also select Maths Methods 1 and 2. Students suited to this course will be given advice and counselling by their current-year Maths teacher.

**Units 1 and 2: Mathematical Methods (CAS)**
These units are designed in particular as preparation for Mathematical Methods Units 3 and 4. The areas of study include Functions and Graphs, Algebra, Calculus and Probability.

**Units 3 and 4: Further Mathematics**
Further Mathematics consists of a compulsory area of study (Data Analysis) and then a selection of three from six modules in the Applications area of study.
- Number patterns and applications
- Geometry and Trigonometry
- Graphs and Relations
- Business related mathematics
- Networks and decision mathematics
- Matrices

**Units 3 and 4: Mathematical Methods (CAS)**
Mathematical Methods Unit 3 and 4 consists of the following areas of study: Coordinate Geometry, Circular (trigonometric) functions, Calculus, Algebra, Statistics and Probability which must be covered in a progression from Unit 3 to Unit 4 with an appropriate selection of content for each of Unit 3 and Unit 4.

**Units 3 and 4: Specialist Mathematics**
Specialist Mathematics consists of the following areas of study: Coordinate Geometry, Circular (trigonometric) functions, Algebra, Calculus, Vectors in two and three dimensions and Mechanics. The development of course content will highlight mathematical structure and proof. All of this material must be covered in a progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.
Use of Technology

**Important Note:** The VCAA has indicated that Unit 3 & 4 examinations will be set on the assumption that all students have access to an approved calculator. For this reason all students in Maths Methods, General Maths and Further Maths must have a TI-inspire CAS calculator. These are available for purchase through the school; refer to the annual booklist.

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout each unit and course. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems, statistical analysis systems, and computer algebra systems. In particular, students are encouraged to use graphics calculators, spreadsheets or statistical software for probability and statistics related areas of study, and graphics calculators, dynamic geometry systems, graphing packages or computer algebra systems in the remaining areas of study, both in the learning of new material and the application of this material in a variety of different contexts.

Entry

There are no prerequisites for entry to General Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2. However students who have completed only low-stream Maths in Year 10 should not choose Maths in VCE. Those attempting Mathematical Methods, in particular, are expected to have a sound background in algebra, function, and probability. Some additional preparatory work will be advisable for any student who is undertaking Unit 2 without completing Mathematical Methods Unit 1. Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study. Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Unit 3 and 4.

Assessment

**Satisfactory Completion**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

**Levels of Achievement**

**Units 1 and 2**

School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

**Units 3 and 4**

- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 14 per cent
- Unit 3 and 4 examination (Facts, skills and applications): 33 per cent
- Unit 3 and 4 examination (Analysis task): 33 per cent

*Studies in Mathematical Methods CAS & Specialist Mathematics can lead to study and career options in the following areas*

Accountant, Actuary, Aerospace engineer, Architect, Auditor, Civil engineer, Computer systems engineer, Economist, Doctor, Information technology manager, Industrial designer, Investment analyst, Mathematician, Mechanical engineer, Pharmacist, Physicist, Pilot, Statistician, Stockbroker, Systems analyst, Surveyor, Teacher, Town planner, University Lecturer, Valuer

We ❤️ Maths

18
OUTDOOR AND ENVIRONMENTAL STUDIES
This study explores the relationships humans have with the outdoor environment, including natural environments subject to both minimal and extensive intervention. Outdoor recreation activities are undertaken to create learning experiences which enable students to understand how human-nature relationships have been constructed.

Please note: the course involves trips away from school, ranging from half-days to three days. There will be significant costs involved in these trips. A deposit for such payments will be required at the start of term 1.

Structure
The study will be made up of two units:
Unit 1: focuses on the ways in which humans understand and relate to nature through investigating and experiencing outdoor environments.
Unit 2: focuses on the characteristics of outdoor environments and different ways of understanding them.
Unit 3: explores the impact of humans on natural environments, in ecological, historical and social terms, as well as the impact of the natural environment on people and their behavior in the outdoors.
Unit 4: focuses on sustainable use and management of natural environments, the balance between human needs and conservation. Students consider the skills needed to become environmentally responsible citizens.

Entry: There are no prerequisites for entry into units 1, 2 & 3. Units 3 & 4 must be done as a sequence.

Assessment:
Satisfactory completion
Demonstrated achievement of set outcomes
Levels of achievement
School-based assessment tasks, including end-of-semester examinations

PHYSICAL EDUCATION
Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study, which is approached through both the study of, and participation in, physical activity.

Structure
The study is made up of four units:
Unit 1: Bodies in motion
Unit 2: Sports coaching and physically active lifestyles
Unit 3: Physical activity participation and physiological performance
Unit 4: Enhancing performance

Unit 1
This unit explores how the body systems work together to produce movement, biomechanics, technological advances and injury prevention and rehabilitation. Practical activities are used to enhance theory study.

Unit 2
This unit looks at a range of coaching practices and their contribution towards effective coaching and improved performance, physical activity and the roles it plays in our health and well being, decision making in sport and promoting active living. Practical activities are used to enhance theory study.

Unit 3
This unit introduces students to an understanding of physical activity from a physiological perspective and analyses individual and population levels of participation in physical activity.

Unit 4
This unit examines the factors that improve performance in physical activity, through data analysis and planning/evaluating strategies in training programs.

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

Assessment
Satisfactory Completion
Demonstrated achievement of set of outcomes specified for the unit.
Levels of Achievement
Unit 1 and 2
School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.
Unit 3 and 4
School-assessed coursework and an end-of-year examination.
- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent.
Studies in Physical Education can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Athlete</th>
<th>Sports administrator</th>
<th>Sports umpire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athlete manager</td>
<td>Sports coach</td>
<td>Teacher</td>
</tr>
<tr>
<td>Chiropractor</td>
<td>Sports commentator</td>
<td>University lecturer</td>
</tr>
<tr>
<td>Dietician</td>
<td>Sports editor</td>
<td>Yoga instructor</td>
</tr>
<tr>
<td>Fitness centre manager</td>
<td>Sports journalist</td>
<td>Sports trainer</td>
</tr>
<tr>
<td>Fitness instructor</td>
<td>Sports medical practitioner</td>
<td>Sports scientist</td>
</tr>
<tr>
<td>Nutritionist</td>
<td>Sports physiotherapist</td>
<td>Recreation office</td>
</tr>
<tr>
<td>Personal Trainer</td>
<td>Sports psychologist</td>
<td>Physiologist</td>
</tr>
</tbody>
</table>

PHYSICS

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

Structure

The study is made up of four units. Unit 3 and 4 are designed to be taken as a sequence. The development of practical skills in investigating physical phenomena is an essential part of all units.

Unit 1
This unit covers wave-like properties of light, nuclear & radioactivity physics and one of the following: Astronomy, medical physics or energy from the nucleus.

Unit 2
This unit covers movement, electricity and one of the following: astrophysics, aerospace investigations or alternative energy sources investigations.

Unit 3
This unit covers the areas of motion and gravity, electronic systems and structures and materials.

Unit 4
This unit covers the diverse areas of electric power and transmission, ideas about light and matter and photo-electric effect.

Entry
There are no prerequisites for entry into Units 1, 2 and 3, although students are advised to take Unit 2 before Unit 3. Students who enter the study at Unit 3 should be willing to undertake some preparation as specified by the teacher. Students must undertake Unit 3 prior to Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of the set outcomes as specified for the unit,

Levels of Achievement
Unit 1 and 2
School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Unit 3 and 4 School-assessed coursework and examination
• Unit 3 school-assessed coursework: 17 per cent
• Unit 4 school-assessed coursework: 17 per cent
• End-of-year examination: 66 per cent.

Studies in Physics can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Aeronautical engineer</th>
<th>Computer engineer</th>
<th>Physicist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airline pilot</td>
<td>Electrical engineer</td>
<td>Radiologist</td>
</tr>
<tr>
<td>Architecture</td>
<td>Forensic Scientist</td>
<td>Teacher</td>
</tr>
<tr>
<td>Audiologist</td>
<td>Mechanical engineer</td>
<td>Telecommunications engineer</td>
</tr>
<tr>
<td>Astronomer</td>
<td>Geophysicist</td>
<td>University lecturer</td>
</tr>
<tr>
<td>Audio engineer</td>
<td>Industrial designer</td>
<td></td>
</tr>
<tr>
<td>Biomedical engineer</td>
<td>Mechanical engineer</td>
<td></td>
</tr>
<tr>
<td>Cartographer</td>
<td>Medical imaging technologist</td>
<td></td>
</tr>
<tr>
<td>Civil engineer</td>
<td>Nuclear medicine technologist</td>
<td></td>
</tr>
</tbody>
</table>
PSYCHOLOGY
Psychology is the study of mind and behavior in humans and animals, including the biological structures that underpin these. Students can develop an understanding of themselves and their relationships with others and their society. This subject aims to engage students in the study of human behavior from biological, cognitive and social perspectives. They are introduced to a variety of thinking/research approaches in psychology as a science. Students apply the principles of scientific research to investigations of psychology.

Structure
The study is made up of four units.

Unit 1 Introduction to Psychology
Students are introduced to the development of psychology, how it became a scientific study of the human mind and behavior; influences on human behavior from biological, behavioral and socio-cultural perspectives; the development of different psychological theories to predict and explain the human mind; behaviors associated with stages of development over a life-span.

Unit 2 Self and Others
How a person’s attitudes and behaviors affect the way they view themselves and the relationships with others; what influences the formation of individuals’ attitudes and the behaviors of groups? Differences between individuals, such as intelligence and personality; different assessment methods.

Unit 3 The Conscious Self
This unit focuses on the study of the relationship between the brain and the mind by examining the basis of consciousness, behavior, cognition and memory.

Unit 4 Brain, Behavior and Experience
This unit focuses on the interrelationship between learning, the brain and its response to experiences and behavior.

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

Assessment

Satisfactory Completion
Demonstrated achievement of the set of outcomes specified in the unit.

Levels of Achievement
Units 1 and 2
School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Units 3 and 4
School-assessed coursework and examination
· Unit 3 school-assessed coursework: 20 per cent
· Unit 4 school-assessed coursework: 20 per cent
· End-of-year examination: 60 per cent.

Studies in Psychology can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Career counsellor</th>
<th>Marketer</th>
<th>Sports psychologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child psychologist</td>
<td>Marriage counsellor</td>
<td>Teacher</td>
</tr>
<tr>
<td>Clinical psychologist</td>
<td>Mental Health Nurse</td>
<td>University lecturer</td>
</tr>
<tr>
<td>Early childhood educator</td>
<td>Neuropsychologist</td>
<td>Youth worker</td>
</tr>
<tr>
<td>Educational psychologist</td>
<td>Organisational psychologist</td>
<td></td>
</tr>
<tr>
<td>Family therapist</td>
<td>Police officer</td>
<td></td>
</tr>
<tr>
<td>Forensic psychologist</td>
<td>School counsellor</td>
<td></td>
</tr>
<tr>
<td>Human resource manager</td>
<td>Sleep specialist</td>
<td></td>
</tr>
<tr>
<td>Life coach</td>
<td>Social worker</td>
<td></td>
</tr>
</tbody>
</table>
STUDIO ARTS

Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the process of design. It enables students to specialise in a particular form of studio production. Students generate, explore and communicate ideas through specific studio forms and develop and use specialised skills in a range of media and techniques. The theoretical component of the study informs students' practice through an investigation of how selected studio forms have developed, an examination of artists' working methods and a study of professional practices.

Structure
The study is made up of four units.
Unit 1: Artistic inspiration and techniques
Unit 2: Design exploration and concepts
Unit 3: Studio production and professional art practices
Unit 4: Studio production and art industry contexts

Unit 1
The focus of this unit is the investigation of sources of inspiration, which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations is also examined.

Unit 2
The focus of this unit is to establish an effective design methodology for the production of art works and develop skills in the analysis of art works. A study of how artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.

Unit 3
The focus of this unit is the implementation of the design process leading to the production of a range of directions. Students also examine traditional and contemporary practices of artists together with the ways in which at least two artists develop distinctive styles and approaches to subject matter.

Unit 4
The focus of this unit is to produce a cohesive folio of finished art works which resolves the aims and intentions formulated in Unit 3. Students also examine different components of the arts industry relating to the public display, promotion and critique of art works. Students must examine artworks in at least two different exhibition spaces, explaining how they have been prepared and presented.

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

Assessment
Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.
Unit 3 and 4
School-assessed tasks and an end-of-year examination
- Unit 3 school-assessed task: 33 per cent
- Unit 4 school-assessed task: 33 per cent
- Units 3 and 4 examination: 34 per cent.

Studies in Studio Arts can lead to study and career options in the following areas

<table>
<thead>
<tr>
<th>Animator</th>
<th>Fashion designer</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art gallery assistant</td>
<td>Film maker</td>
<td>Visual merchandiser</td>
</tr>
<tr>
<td>Art gallery director</td>
<td>Graphic Designer</td>
<td></td>
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<tr>
<td>Art historian</td>
<td>Illustrator</td>
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<tr>
<td>Art Therapist</td>
<td>Interior designer</td>
<td></td>
</tr>
<tr>
<td>Artist</td>
<td>Jewellery designer</td>
<td></td>
</tr>
<tr>
<td>Arts administrator</td>
<td>Pattern maker</td>
<td></td>
</tr>
<tr>
<td>Cartoonist</td>
<td>Photographer</td>
<td></td>
</tr>
<tr>
<td>Conservator</td>
<td>Sculptor</td>
<td></td>
</tr>
<tr>
<td>Craftsperson</td>
<td>Tattooist</td>
<td></td>
</tr>
</tbody>
</table>
TECHNOLOGY STUDIES

Technology studies is an area of learning characterised by people using tools, machines, processes and various resources to produce a desired result. Studies in this field involve the development of skills in investigation, design, production, testing and evaluation. The relationship between human needs, human values and technology is emphasised. Students are encouraged to use problem-solving processes and be involved in a wide range of activities to develop skills associated with the correct and safe use of materials, tools, equipment and machines.

FOOD AND TECHNOLOGY

This study is designed to give students a greater understanding of food as a commodity and knowledge of food preparation and production from a small-scale perspective to mass production in industry, including related sustainability issues. Students will develop skills in planning, preparation and evaluation of food products.

Structure
The study is made up of four units.

Unit 1
This unit will enable students to study the physical and chemical properties of food, and the way these properties influence food preparation, storage and presentation within a small-scale operation, which includes a small business, food technology laboratory or a domestic setting. They will investigate quality and ethical issues in food selection, using design process to maximize the qualities of key foods.

Unit 2
This unit will enable students to study the preparation of food for small-scale operations, including planning considerations, implementation and evaluation of outcomes and product changes to suit specific requirements. They will also study the impact of technological developments and environmental considerations on all phases of food production. Students will work independently and in groups to research and implement solutions to a design brief.

Units 3 and 4
In these units students study food preparation and production on an industrial scale, exploring the development, analysis and marketing of food products. This includes the development of new and modified food products, and different methods of preparing and processing food. It will also study controls on food supply that influence the type of food available in Australia. Students devise individual design briefs from which they develop detailed design plans.

Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in students’ projects.

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

Assessment
Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
Individual school decision.

Units 3 and 4
School-assessed coursework, school-assessed task and an end-of-year examination.
- Unit 3 school-assessed coursework: 30 per cent
- Unit 4 school-assessed coursework: 10 per cent
- Unit 4 school-assessed task: 30 per cent
- Units 3 and 4 examination: 30 per cent
PRODUCTION DESIGN AND TECHNOLOGY

Students choose to work in Wood, Metal or Textiles. **Note:** Students who wish to pursue both Woodwork and Metalwork in their VCE should pursue a technology-based VET program in one of those areas.

Design plays an important part in our daily lives, determining the form and function of the products we use and wear. In Production Design and Technology students assume the role of a designer-maker and develop knowledge and skills to produce effective and creative responses to design challenges.

**Structure**

The study is made up of four units.

**Unit 1**

This unit focuses on the tools, processes, knowledge and skills the designer has used to develop a solution to a problem.

**Unit 2**

In this unit each student works as a member of a team to design and develop, contribute their expertise, share research findings and develop viable solutions in a design brief.

**Units 3 and 4**

In these units students explore the complex forces involved in the design and development of a product for the mass market. Students investigate a client’s or user’s needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options.

**Entry**

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

**Assessment**

**Satisfactory Completion**

Demonstrated achievement of outcomes specified for the unit.

**Levels of Achievement**

**Units 1 and 2**

Individual school decision.

**Units 3 and 4**

School-assessed tasks, school-assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 12 per cent
- Unit 4 school-assessed coursework: 8 per cent
- Units 3 and 4 school-assessed task: 50 per cent
- Units 3 and 4 examination: 30 per cent

**Note:** These units involve an additional subject levy payable by families, to cover the cost of materials used in students’ projects.

*Studies in Product Design & Technology can lead to study and career options in the following areas:*

<table>
<thead>
<tr>
<th>Architect</th>
<th>Carpenter &amp; joiner</th>
<th>Jewellery designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural drafter</td>
<td>Construction tradesperson</td>
<td>Leadlight worker</td>
</tr>
<tr>
<td>Automotive tradesperson</td>
<td>Craftsperson</td>
<td>Model maker</td>
</tr>
<tr>
<td>Building contractor</td>
<td>Digital modeller</td>
<td>Product designer</td>
</tr>
<tr>
<td>Building inspector</td>
<td>Electrical tradesperson</td>
<td>Set designer</td>
</tr>
<tr>
<td>Building surveyor</td>
<td>Ergonomist</td>
<td>Teacher</td>
</tr>
<tr>
<td>Building technician</td>
<td>Furniture designer</td>
<td></td>
</tr>
<tr>
<td>Building tradesperson</td>
<td>Industrial designer</td>
<td></td>
</tr>
<tr>
<td>Cabinet maker</td>
<td>Interior designer</td>
<td></td>
</tr>
</tbody>
</table>
VISUAL COMMUNICATION & DESIGN
This study is intended to assist students in the understanding, use and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication, which includes an understanding of, and application of, drawing and drawing conventions, design elements, and principles and function of design in communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

Structure
The study is made up of four units:
Unit 1: Visual Communication
Unit 2: Communication in context
Unit 3: Visual communication practices
Unit 4: Designing to a brief

Unit 1
The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students will also be introduced to the visual communication production process.

Unit 2
The main purpose of this unit is to enable students to develop practical skills by generating images and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually will be explored through analysing the work of others. The visual communication production process will be applied by modifying existing final presentations for specified audiences.

Unit 3
The purpose of the first part this unit is to enable students to apply the visual communication production process to satisfy specific communication needs. Students will investigate the production of visual communications in a professional setting, and evaluate examples of visual communication produced. The purpose of the practical part of this unit is to enable students to prepare a design brief (communication need), and produce developmental work and one final presentation based on the brief (communication need).

Unit 4
The main purpose of this unit is to enable students to prepare a design brief, and produce developmental work and two final presentations based on the brief.

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

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.
Units 3 and 4
School-assessed coursework and an end-of-year examination.
  • Unit 3 school-assessed coursework: 33 per cent
  • Unit 4 school-assessed task: 33 per cent
  • Units 3 and 4 examination: 34 per cent

PLEASE NOTE: Students are required to pay an additional levy for this unit to cover the cost of a folio and other consumables.
VET (Vocational Education and Training) Courses.

The school provides access to VET in VCE courses. Some of these courses are taught at Seymour College while others are at a TAFE campus.

VET certificates are nationally-recognised qualifications; they also count as part of VCE unit entitlements. VET courses do also count in a student’s ATAR. Some of the certificates have end of year examinations in the second year.

All VET courses have considerable costs that cover either the extra tuition at TAFE or the costs of materials used. A guide to costs of courses is included at the end of this section.

A student undertaking VET studies usually has a reduced VCE unit workload. All students miss timetabled classes when undertaking VET studies. The weekly timetable is set so that this is spread evenly across all VCE studies. Private study time is allocated to all VET students to allow them to keep up with the work in their VCE studies.

VET students may be required to complete Work Placement. This is often done over weekends or during term holiday periods.

Seymour College is offering the following VET courses:

NOTE: whether courses proceed in these areas depends purely on enrolment numbers.

1. **Automotive - Certificate II**
   Aims to provide –
   - the skills and ability to achieve competencies which will enhance their employment and further training prospects within the Automotive and allied industries.
   - ‘work ready’ knowledge and skills applicable to a variety of career paths in the automotive industry.
   Automotive classes are held one day a week for the whole year in first and second year.

2. **Engineering – Certificate II**
   Aims to provide –
   - The skills, knowledge and attitudes to perform entry level roles across the four main areas of engineering technology –Fabrication, Electrical/Electronics, Production and Mechanical.
   - Enhanced prospects for employment and enable informed choices related to future careers, such as machinist, fitter/turner, toolmaker.
   Engineering classes are held once a week for the whole of first and second year.

3. **Building and Construction – Certificate II**
   Aims to provide –
   - The skills and ability to achieve competencies which will enhance their employment and further training prospects within the building industry
   - Work ready knowledge and skills applicable to a variety of career paths in the building industry
   - Building and construction classes are held one day a week for the whole year in first and second year.
Courses also on offer to students at TAFE locations may include:

1. **Hospitality – Certificate II in Hospitality (Operations)**
   Aims to provide –
   - training and skill development for the achievement of competence in areas such as commercial cookery, front office management, housekeeping and food and beverage service.
   - Access to a range of potential career paths within the hospitality industry.

2. **Cookery – Certificate II in Cookery/Kitchen operations**
   Aims to provide participants with:
   - extensive food preparation and cooking skills.
   - Access to career paths involving food preparation and being a chef.
   
   NOTE: Significant cost is involved in purchase of kit, knives, consumables and book.

3. **Office Administration – Certificate II.**
   Aims to -
   - provide participants with knowledge and skill development for the achievement of competence to enhance their employment prospects within a broad range of business and industry settings
   - enable participants to gain a recognised credential and make a more informed choice of vocational and career paths.

4. **Community Service –Certificate III (Choice of focus from Aged care, Disability care or Children’s services)**
   Aims to provide -
   - access to a range of potential career paths within the Community Services industry, including Division I & II Nursing
   - training and skill development for the achievement of competence in areas such as casework, community development and advocacy. Includes work placement in area of focus during 2nd year.

5. **Multi media – Certificate II (over one year) Certificate III (over two years)**
   Aims to provide participants -
   - with the knowledge and skills development for the achievement of units of competence that will enhance their employment prospects within the multi-media industry
   - to gain a recognised credential and make a more informed choice of vocational and career paths.

   Further courses that may be available to students at various TAFE locations beyond Seymour, and which involve families making travel arrangements, are:
   - Agriculture
   - Building and Construction
   - Equine Industry
   - Furnishing
   - Horticulture
   - Retail Operations
   - Sport and Recreation
   - Music Production
**VET fees** *(these may be subject to change by external providers)*

There are no tuition fees payable by families; however ALL VET programs involve fees to cover the costs of consumable materials or curriculum materials. Fees vary according to the nature of the VET program, but are generally in the range of $250 to $350. More detailed information is available from the school’s Business Manager or from the VET coordinator, Mr. Derek Rimes.

**Note:** VET fees are to be paid in full by **December 8th, 2014**. This fee will be refunded if the student exits the VET course prior to week 3, 2015. After the third week of semester 1 the student is deemed to be enrolled for the whole year.

**AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS (ASBA)**

School-based New Apprenticeships may give students in VCE a head start with their working lives. Students are able to work and earn part-time, gain a nationally-accredited certificate, whilst pursuing their secondary education. ASBAs are flexible. In most instances training is completed on the job. This training is developed by industry, so the student/employee is learning the right skills for the employment environment.

Benefits for students:
- receive a nationally-accredited certificate; work locally whilst studying
- learn about the workplace in a supportive and structured program; have a look at a future career
- provides increased employment options

Students currently in Year 10 who may be interested in pursuing a School-based Apprenticeship during their years of senior study should contact the school’s ASBA co-ordinator, Mr J. Linton, to determine their eligibility for the program.

An ASBA enrolment does also count towards completion of both VCAL and VCE programs, as the VCAA awards credit equivalent to VCE/VCAL units.

To gain an ASBA, students must initially make contact with a prospective employer; this could involve arranging a short period of work experience as a try-out, then possibly leading into a one-day per week school-based apprenticeship. Students with an ASBA placement are expected to keep up with work missed at school on that day.

Students with steady part-time employment outside school hours can also approach their employers to investigate the possibility of using their part-time, casual employment positions as an ASBA.
SELECTING A COURSE

VCE Pathways and Subjects

A VCE course should be a sensible pathway leading each student towards further education or employment and training.

Subjects offered at this school form a series of pathways; students and parents should use these as a guide in choosing purposeful courses. Students and parents should be aware that unusual combinations of subjects cannot readily be accommodated in a secondary school timetable, so that careful planning of courses is needed. However, students may choose, in each pathway, supplementary subjects from other pathways.

Please note:
• all of the following pathways must include English 1 and 2
• it is recommended that all VCE courses should include Mathematics. Students should seek guidance from their current Maths teachers about which level of Maths will be appropriate.
• Students who ‘fast-tracked’ a VCE subject in Year 10 will need to choose the appropriate Year 12 unit 3/4 subject.

SOME COMMON PATHWAYS ARE:

1. **Business Studies pathway**: choose at least 4 from
   - English 1 /2
   - Business Management 1 /2
   - Legal Studies 1 /2
   - Information Technology 1 /2
   - Maths Methods 1 /2 or General Maths 1 /2

2. **Pure Maths/Science pathway**: choose at least 5 from
   - English 1 /2
   - Maths Methods 1 /2
   - Chemistry 1 /2
   - Physics 1 /2
   - Biology 1 /2
   - Information Technology 1 /2

3. **Life Sciences Pathway**: choose at least 4 from
   - English 1 /2
   - Maths Methods 1/2 or General Maths 1 /2
   - Psychology 1 /2
   - Biology 1 /2
   - Health & Human Development 1 /2
   - Physical Education 1 /2
   - Outdoor & Environmental Studies 1 /2
   - Information Technology 1 /2

4. **Humanities pathway**: choose at least 4 from
   - English 1 /2
   - Maths Methods 1/2 or General Maths 1 /2
   - History 1 /2 or Geography 1 /2
   - LOTE 1 /2 (Indonesian)
   - Literature 1 /2
   - Studio Arts 1 /2
   - Legal Studies 1 /2
   - Information Technology 1 /2

5. **Creative Arts/Design pathway**: choose at least 4 from
   - English 1 /2
   - Studio Arts 1 /2
   - Visual Communication & Design 1 /2
   - Information Technology 1 /2
   - Maths Methods 1 /2 or General Maths 1 /2
   - Literature 1 /2
6. **Vocational Technologies pathway**: choose at least 4 from
- English 1 /2
- General Maths 1 /2
- Production Design and Technology (Wood or Metal or Textiles) 1 /2
- Food and Technology 1 /2
- Visual Communication and Design 1 /2
- Information Technology 1 /2

7. **Victorian Certificate of Applied Learning (VCAL) pathway**
Offered as a set course of employment preparation, requiring study of a core of VCAL units in:
- Literacy
- Numeracy
- Personal Development
- Work Related Skills
as well as a VET option.

PARENTS AND STUDENTS SHOULD ALSO NOTE THAT COURSES CHOSEN OUTSIDE THESE PATHWAYS MAY NOT BE VIABLE. ALSO, SUBJECTS MAY NOT PROCEED IF ENROLMENT NUMBERS ARE TOO LOW.
ALPHABETICAL LISTING OF YEAR 11 VCE SUBJECTS/UNITS

(Please remember that classes in these units will proceed if there are adequate students enrolled.)

Biology 1/2
Business Management 1/2
Chemistry 1/2
Production Design and Technology 1/2 (Metal or Wood or Textiles)
English 1/2
Food and Technology 1/2
Health and Human Development 1/2
History 1/2
Information Technology 1/2
Legal Studies 1/2
Literature 1/2
LOTE 1/2 (Indonesian)
Mathematics 1/2 (General Maths or Maths Methods)
Physical Education 1/2
Physics 1/2
Psychology 1/2
Outdoor and Environmental Studies 1/2
Studio Arts 1/2
Visual Communication and Design 1/2
VCE Year 12 Units Offered at Seymour College

Please note: these subjects will proceed if enrolment numbers in each are adequate

Units 3 & 4 - Year 12

Compulsory for all students: English 3 & 4 (or approved equivalent – Literature)

Arts / Humanities

Business Management 3 / 4
History 3 / 4
Health & Human Development 3 / 4
Legal Studies 3 / 4
Literature 3 / 4
LOTE 3 / 4 (Indonesian)
Outdoor & Environmental Studies 3 / 4
Physical Education 3 / 4
Studio Arts 3 / 4
Visual Communication & Design 3 / 4

Maths / Science

Biology 3 / 4
Chemistry 3 / 4
Mathematics 3 / 4
  - Further Maths
  - Maths Methods
  - Specialist Maths
Physics 3 / 4
Psychology 3 / 4

Technology

Production Design & Technology 3 / 4  (Metal or Wood or Textiles)
Food & Technology 3 / 4
Information Technology 3 / 4 (Information Technology Applications)
GLOSSARY

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)
The overall ranking on a scale of 0.00 to 99.95 that you receive, based on your study scores. The ATAR is used by universities and TAFE institutes to select students for their courses. It used to be called an ENTER.

DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT (DEECD)
The Victorian government department that administers apprenticeships and traineeships.

GENERAL ACHIEVEMENT TEST (GAT)
The test that is done by all students doing a VCE Units 3 and 4 sequence or a scored VCE VET Units 3 and 4 sequence.

OUTCOMES
What you are expected to know and be able to do by the time you have finished a VCE unit.

REGISTERED TRAINING ORGANISATION (RTO)
An institution that has been approved by the Victorian Registration and Qualifications Authority (VRQA) to deliver specified training programs.

SATISFACTORY COMPLETION
This means you have achieved the outcomes for the unit. You get an ‘S’ for the satisfactory completion of a unit. If you do not satisfactorily complete a unit, you get an ‘N’ for it.

SEMESTER
Half of the academic year. Most units last for one semester.

SEQUENCE
The order in which you do your VCE units, for example a Units 3 and 4 sequence.

STATEMENT OF ATTAINMENT
A record of recognized learning that may contribute towards a qualification in the VET sector.

STATEMENT OF RESULTS
A set of documents that formally state the results you achieved in the VCE or VCAL, and whether or not you have graduated.

STUDIES
The subjects available in the VCE.

STUDY SCORE
A score that can be up to 50, and shows how you performed in a VCE study or scored VCE VET program, relative to all other students doing that same study. It is calculated using the scores achieved in each of the three graded assessments for the study.

TECHNICAL AND FURTHER EDUCATION (TAFE)
TAFE institutes offer a range of mainly vocational tertiary education courses up to the level of advanced diploma.

UNITS (VCAL)
Accredited units in Literacy and Numeracy Skills, Industry Specific Skills, Personal Development Skills and Work Related Skills that contribute as credits towards the VCAL.

UNITS (VCE)
The parts of a study in the VCE. There are usually four units in a study, numbered 1, 2, 3 and 4.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY (VCAA)
The state government agency responsible to the Minister for Education for the management of the VCE and VCAL.

VOCATIONAL EDUCATION AND TRAINING (VET)
This refers to nationally recognized vocational certificates.

VICTORIAN TERTIARY ADMISSIONS CENTRE (VTAC)
VTAC is responsible for calculating and distributing the ATAR and for processing student applications for tertiary entrance to universities, TAFE institutes and other Further Education colleges.