Seymour College
Handbook 2024
Year 11 & 12

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

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KEY CONTACTS

Ms Debbie Oliver: Principal
Mr Derek Rimes: Assistant Principal 7-12
Ms Sharon Hill: Senior School Manager
Ms Felicity Wilmot: Careers and Pathways
Mr Daniel Piacquadio: Year 7–12 campus management
Ms Louise Paholek: Year 12 coordinator
Ms Lisa Macheras: VM coordinator

SEYMOUR COLLEGE

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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 coordinators 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 may choose 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.

VOCATIONAL MAJOR

What is the VCE Vocational Major (VM)?
The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It is four new subjects that have been added to the VCE that will make up the core of your program. It takes what is called an 'Applied Learning approach". Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two year program over Year 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

How is the VCE VM structured?
The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Each subject has four units and each unit has a set of outcomes which are assessed through a range of learning activities and tasks.

Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

What do I have to do to get my VCE VM?
Students must successfully finish at least 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 3 other Unit 3-4 sequences
- 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 hours)

Most students will undertake between 16-20 units over the two years. You can also do other VCE subjects, and structured workplace learning.

Who decides if I have satisfactorily completed a VCE or VCE VM unit?
The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

Can I combine VCE subjects with VCE VM subjects?
Yes. Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM.

Can I participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?
Yes, SWL or an SBAT can be included in the VCE VM. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

VCE VM Subject Overviews

Literacy

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

Numeracy

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

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

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

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

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

Personal Development Skills
The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

Work Related Skills
VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.

WEB RESOURCES

VCAA	**Victorian Curriculum Assessment Authority**	www.vcaa.vic.edu.au
VTAC	**Victorian Tertiary Admissions Centre**	www.vtac.edu.au

www.myfuture.edu.au

https://www.skills.vic.gov.au/s/

DESCRIPTIONS OF UNITS OFFERED IN VCE

BIOLOGY (2022-2026)

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: 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 over time?**

Unit 1
In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes.

Unit 2
In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity.

Unit 3
In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes.

Unit 4
In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to.

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 and an external end-of-year examination.

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

Agricultural scientist
Anatomist
Agronomist
Biologist
Biotechnologist
Botanist
Ecologist
Entomologist
Environmental planner
Forensic Pathologist
Geneticist
Horticulturalist
Horticulture manager
Immunologist
Landscape architect
Marine Biologist
Microbiologist
Natural therapist
Pathologist
Pharmacist
Teacher
University Lecturer
Veterinarian
Viticulturist
Zoologist

BUSINESS MANAGEMENT (2023-2027)

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. 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 to contemporary challenges in establishing and maintaining a business.

Structure

The study is made up of four units:

- **Unit 1: Planning a business**
- **Unit 2: Establishing a business**
- **Unit 3: Managing a business**
- **Unit 4: Transforming a business**

Unit 1

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2

In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Unit 3

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

Unit 4

In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

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 an external end-of-year examination

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

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

CHEMISTRY (2024-2027)

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

Structure
The study is made up of four units.

Unit 1 How can the diversity of materials be explained?
In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Unit 2 How do chemical reactions shape the natural world?
In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Unit 3 How can design and innovation help to optimise chemical processes?
The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Unit 4 How are carbon-based compounds designed for purpose?
In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

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 and an external end-of-year examination.

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

Anesthetist
Biochemist
Chemical engineer
Environmental scientist
Food technologist
Geneticist
Geochemist
Industrial chemist
Mining & metallurgy
Nutritionist
Obstetrician/Gynecologist
Ophthalmologist
Pathologist
Pediatrician
Pharmacist
Pharmacologist
Surgeon
Teacher
University Lecturer
Medical practitioner
Radiologist
Manufacturing – quality control
Psychiatrist

ENGLISH (2024-2027)

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

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.

Structure
The study is made up of 4 units.

Unit 1
In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

Unit 2
In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text.

Unit 3
In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

Unit 4
In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

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 a three-hour external examination.

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

Actor
Announcer
Archivist
Author
Bookseller
Copywriter
Editor
Historian
Journalist
Librarian
Literary critic
Media analyser
Playwright
Presenter
Program director (radio/TV)
Publicity officer
Publisher
Reviewer
Script writer
Speech pathologist
Teacher
Teacher/Librarian
University Lecturer
Writer
Politician

HEALTH & HUMAN DEVELOPMENT (2018 – 2024)

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk.

Structure

The study is made up of four units:

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people.

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood.

Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry.

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

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 external end-of-year examination.

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

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

HISTORY (2022-2026)

The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. 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.

Structure:
The study is made up of four units,

- **Unit 1: Change and Conflict**
- **Unit 2: The Changing World Order**
- **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 external end-of-year examination.

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

Anthropologist
Archaeologist
Archivist
Art Historian
Author
Conservator
Criminologist
Cultural Heritage officer
Diplomat
Historian
Journalist
Lawyer
Librarian
Museum curator
Photographer
Playwright
Political scientist
Publisher
Records manager
Researcher
Script writer
Solicitor
Teacher
University Lecturer

LEGAL STUDIES (2024-2028)

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.

Structure

The structure is made up of four units:

- **Unit 1: The presumption of innocence**
- **Unit 2: Wrongs and rights**
- **Unit 3: Rights and Justice**
- **Unit 4: The people, the law and reform**

Unit 1

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime.

Unit 2

In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies.

Unit 3

In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Unit 4
In this area of study, students examine the ways in which the Australian Constitution acts as a check on parliament in law-making, and factors that affect the ability of parliament and courts to make law. They explore the relationship between parliament and courts in law-making and consider the capacity of both institutions to make law.

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 external end-of-year exam

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

Administrative assistant
Barrister
Clerical officer
Clerk of courts
Commentator
Criminologist
Diplomat
Legal secretary
Magistrate
Management consultant
Politician
Corrections officer
Senior manager
Social worker
Youth worker
University lecturer
Legal clerk
Teacher
Journalist
Human Rights Lawyer
Solicitor

LITERATURE (2023-2027)

VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers' experiences shape their responses to texts.

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
In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students also explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

Unit 2
In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and

reclamation. Students focus on the text and its historical, social and cultural context, and reflect on representations of a specific time period and/or culture within a text.

Unit 3 and 4 Text Selection
In Units 3 and 4 students must study at least six texts (including an adapted text). The selection of texts should ensure that students experience a range of literature, from early to contemporary works, dealing with a diversity of cultural experiences and a range of points of view. Students are encouraged to read widely, guided by classroom exploration and their own interests, to support the achievement of all outcomes.

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 external end-of-year examination
*Studies in **Literature** can lead to study and career options in the following areas:*

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

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.

FOUNDATION MATHEMATICS (2023-2027)

Structure
The study is made up of four units:

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community, and global settings relevant to contemporary society.

Entry
There are no prerequisites for entry to Units 1, 2 and 3.

Assessment
Satisfactory completion is demonstrated by achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
School based assessment tasks to measure the extent to which outcomes have been demonstrated.

Units 3 and 4
School assessed coursework and an external end-of-year examination.

MATHEMATICS (2023-2027)

It is important, before selecting any course in Maths 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
Specialist Maths	Units 1 and 2
General 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 as well.
- Students choosing Maths Methods 3 & 4 must have completed Maths Methods 1 & 2.
- Students choosing Specialist Maths 3 & 4 must have completed Specialist Maths 1&2.

Notes: *Students moving into Year 11 who have mathematical ability are strongly advised to choose Maths Methods 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 Specialist Maths at Year 11, in addition to Maths Methods. If there are not sufficient numbers of Specialist Maths to offer a class, this subject can be accessed through the Victorian Virtual Learning Network.

Description of Mathematics Units.
General Mathematics Units 1 and 2 caters for a range of student interests, provides preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contains 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'.

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.

Units 1 & 2: Specialist Maths. Provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

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'.

Mathematical Methods Units 3 and 4 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.

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'.

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 all VCE 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 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. Entry to Specialist Maths 1 and 2 can only be on the recommendation of 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, as well as Specialist Maths 1 & 2.

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

School-assessed coursework and two external end-of-year examinations

*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

ENVIRONMENTAL SCIENCE (2022-2026)

This study is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems.

Structure

The study is made up of four units.

- **Unit 1: How are Earth's dynamic systems interconnected to support life?**
- **Unit 2: What affects Earth's capacity to sustain life?**
- **Unit 3: How can biodiversity and development be sustained?**
- **Unit 4: How can climate change and energy impacts be managed?**

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

- Units 1 & 2: School-based assessment tasks, including end-of-semester examinations
- Units 3 & 4: School-assessed coursework and an external end-of-year Examination.

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

- Ecology: Flora, fauna & fish, trapping animals relocating them to safer sanctuaries, managing noxious weeds
- Geographical Information System GIS (Computers, maps, indoor job)

- Geology focus – water & soil testing, contaminants, asbestos removal management, drilling rigs – outdoors work
- Waste disposal management, asbestos removal etc. – provide advice to councils
- Environmental Planning: Policy, legislation for new housing/ industrial development suburbs

PHYSICAL EDUCATION (2018-2024)

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

Structure
The study is made up of four units:

- **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**

Unit 1
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities, students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Unit 2
This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Unit 3
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.

Unit 4
In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level.

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 external end-of-year examination.

*Studies in **Physical Education** can lead to study and career options in the following areas:*

Athlete
Athlete manager
Chiropractor
Dietician
Fitness centre manager
Fitness instructor
Nutritionist
Personal Trainer
Sports administrator
Sports coach
Sports commentator
Sports editor
Sports journalist
Sports medical practitioner
Sports physiotherapist
Sports psychologist
Sports umpire
Teacher
University lecturer
Yoga instructor
Sports trainer
Sports scientist
Recreation office
Physiologist

PHYSICS (2024-2027)

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

Structure The study is made up of four units:

- **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?**

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key science skills.

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 an external end-of-year examination

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

Aeronautical engineer
Airline pilot
Architecture
Audiologist
Astronomer
Audio engineer
Biomedical engineer
Cartographer
Civil engineer
Computer engineer
Electrical engineer
Forensic Scientist
Mechanical engineer
Geophysicist
Industrial designer
Mechanical engineer
Medical imaging technologist
Nuclear medicine technologist
Physicist
Radiologist
Teacher
Telecommunications engineer
University lecturer

PSYCHOLOGY (2023-2027)

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

Structure
The study is made up of four units.

Unit 1 How are behavior and mental processes shaped?
Students investigate the structure and function of the human brain and nervous system, brain plasticity and brain damage, as well as the effects of these on psychological functioning. They consider the complex nature of psychological development.

Unit 2 How do internal and external factors influence behavior and mental processes?
Students investigate how perception of stimuli allow us to interact with the world, social cognition, factors which can influence the behavior of individuals and groups.

Unit 3 How does experience affect behaviour and mental processes?
In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them.

Unit 4 How is wellbeing supported and maintained?
In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning.

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 an external end-of -year examination.

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

Career counsellor
Child psychologist
Clinical psychologist
Early childhood educator
Educational psychologist
Family therapist
Forensic psychologist
Human resource manager
Life coach
Marketer
Marriage counsellor
Mental Health Nurse
Neuropsychologist
Organisational psychologist
Police officer
School counsellor
Sleep specialist
Social worker
Sports psychologist
Teacher
University lecturer
Youth worker

ART MAKING & EXHIBITING (2023-2027)

VCE Art Making and Exhibiting encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

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

Structure

The study is made up of four units.

- **Unit 1: Explore, expand and investigate**
- **Unit 2: Understand, develop and resolve**
- **Unit 3: Collect, extend and connect**
- **Unit 4: Consolidate, present and conserve**

Unit 1

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks.

Unit 2

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Unit 3

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks.

Unit 4

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style.

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 external examination.

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

Animator
Art gallery assistant
Art gallery director
Art historian
Art Therapist
Artist
Arts administrator
Cartoonist
Conservator
Craftsperson
Fashion designer
Film maker
Graphic Designer
Illustrator
Interior designer
Jewellery designer
Pattern maker
Photographer
Sculptor
Tattooist
Teacher
Visual merchandiser

TECHNOLOGY STUDIES

Technology studies us 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 STUDIES (2023-2027)

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Structure
The study is made up of four units.

- **Unit 1: Food origins**
- **Unit 2: Food makers**
- **Unit 3: Food in daily life**
- **Unit 4: Food issues, challenges and futures**

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

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
Demonstrated achievement of outcomes specified for the unit.

Units 3 and 4
School-assessed coursework, school-assessed task and an external end-of-year examination.

PRODUCTION DESIGN AND TECHNOLOGY (2024-2028)

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.

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

Structure
The study is made up of four units.

- **Unit 1: Design practices**
- **Unit 2: Positive impacts for end users**
- **Unit 3: Ethical product design and development**
- **Unit 4: Production and evaluation of ethical designs**

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
Demonstrated achievement of set outcomes specified for the unit

Units 3 and 4
School-assessed tasks, school-assessed coursework and an external end-of-year examination.

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:*

Architect
Architectural drafter
Automotive tradesperson
Building contractor
Building inspector
Building surveyor
Building technician
Building tradesperson
Cabinet maker
Carpenter & joiner
Construction tradesperson
Craftsperson
Digital modeller
Electrical tradesperson
Ergonomist
Furniture designer
Industrial designer
Interior designer
Jewellery designer
Leadlight worker
Model maker
Product designer
Set designer
Teacher

AGRICULTURAL AND HORTICULTURAL STUDIES (2020-2025)

VCE Agricultural and Horticultural Studies develops students' understanding of sustainable agricultural and horticultural systems within current economic, social and environmental contexts, and in view of ethical considerations.

Structure

The study is made up of four units:

Unit 1: Change and opportunity

Unit 2: Growing plants and animals

Unit 3: Securing the future

Unit 4: Sustainable food and fibre production

Entry

There are no prerequisites for entry to Units 1, 2 and 3.

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 external end-of-year examination.

Studies in Agriculture & Horticulture may lead to career options in the following areas:

Agricultural Engineer
Agricultural Resource Economist
Horticulture Manager
Zoologist
Customs Officer
Tree Surgeon
Environmental Scientist
Sustainability consultant
Forester
Fruit, Vegetable, Flower Grower
Viticulturalist Biochemist
Botanist
Teacher
Ecologist
Stock and Station Agent
University Lecturer
Veterinarian Agronomist
Landscape Architect
Park Ranger
Dairy Technician
Soil Scientist
Farmer/Farm Manager

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 in Year 11.

SOME COMMON PATHWAYS ARE:

1. Business Studies pathway: choose at least 3 from

- English 1/2
- Business Management 1/2
- Legal Studies 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
- Media 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
- Environmental Science 1/2

Humanities pathway: choose at least 4 from

- English 1/2
- Maths Methods 1/2 or General Maths 1/2
- History 1/2
- LOTE 1/2 (Distance Education)
- Literature 1/2
- Art Making and Exhibiting
- Legal Studies 1/2

4. Creative Arts/Design pathway: choose at least 4 from

- English 1/2
- Making and Exhibiting
- Maths Methods 1/2 or General Maths 1/2
- Literature 1/2

5. 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

6. VCE Vocational Major (VM) pathway

Offered as a set course of employment preparation, requiring study of a core of VM 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 dependent on staffing and if there are adequate students enrolled.)

- Agriculture 1/2
- Biology 1/2
- Business Management 1/2
- Chemistry 1/2
- Production Design and Technology 1/2
- English 1/2
- Environmental Science 1/2
- Food and Technology 1/2
- Health and Human Development 1/2
- History 1/2
- Legal Studies 1/2
- Literature 1/2
- Mathematics 1/2 (General Maths or Maths Methods, Specialist Maths)
- Physical Education 1/2
- Physics 1/2
- Psychology 1/2
- Art Making and Exhibiting 1/2

VCE YEAR 12 UNITS OFFERED AT SEYMOUR COLLEGE

Please note: these subjects will proceed dependent on staffing and 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
- Environmental Science 3/4
- Physical Education 3/4
- Art Making and Exhibiting 3/4

Maths / Science

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

Technology

- Production Design & Technology 3/4
- Food & Technology 3/4

VET (VOCATIONAL EDUCATION AND TRAINING) COURSES

The school provides access to a wide range of VET programs. A VCE student undertaking VET studies usually has a reduced unit workload as the VET course is the equivalent to one of their VCE subjects.

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

VET Course Options:
Subject descriptions and further information regarding VET courses available to Seymour College students can be found via the following links:

VIC Government VET information: https://www.vic.gov.au/vet-at-school

GO TAFE: https://www.gotafe.vic.edu.au/courses/vet-delivered-to-secondary-students-vetdss

Kangan: https://www.kangan.edu.au/for-schools/vetdss

ACDA: https://acda.vic.edu.au/

CRLLEN: https://projectready.vic.edu.au/

Melbourne Polytechnic: https://www.melbournepolytechnic.edu.au/study/qualifications/vet-delivered-to-secondary-students-vdss/

AIE: https://aie.edu.au/student-information/vet-in-schools-programs/

Other course options and more information
For information about additional courses students can select from, refer to Felicity Wilmot in the Careers Office and the following links:

- GOTAFE: https://www.gotafe.vic.edu.au/courses/vet-delivered-to-secondary-students-vetdss
- Kangan Institute: https://www.kangan.edu.au/courses/vet-in-schools

How to apply?
Enrollment into VET courses is done through the VET link on the Seymour College website under the Curriculum tab. Once this expression of interest is completed and approved an enrollment form will be provided. Some VET courses have limited places and deadlines and applications will be considered on a first in first served basis.

SCHOOL-BASED APPRENTICESHIPS and TRAINEESHIPS (SBATs) & HEAD START APPRENTICESHIPS and TRAINEESHIPS (HSATs)
School-based Apprenticeships and Traineeships (SBATs) and **Headstart Apprenticeships and Traineeships (HSATs)** provide students with the option to combine schooling with an apprenticeship or traineeship during Year 10 VCE or VM. These programs are flexible allowing students to earn income, gain valuable experience in a workplace and start their apprenticeship TAFE training while completing their school education. An SBA enrolment also counts towards completion of both VM and VCE programs, as the VCAA awards credit equivalent to VCE/VM units.

Benefits for students:

- Start your apprenticeship or traineeship while still at school.
- Learn about the workplace in a supportive and structured program; have a look at a future career.
- Potential to increase your employment options.
- Develop confidence and skills employers are seeking
- Earn while you learn—you will be paid an award wage

Students who may be interested in pursuing an SBAT in Year 10 or the senior years of schooling should contact the school's SBAT Co-ordinator, Felicity Wilmot, or Headstart Coordinator, Mr Rick Hager (hager.rick.r@edumail.vic.gov.au 0436 284 103) to determine their eligibility for the programs.

Before commencing an SBAT or HSAT, it is recommended that students contact a prospective employer, or complete work experience as a try-out. Students with steady part-time employment outside school hours can also approach their employers to investigate the possibility of using their part-time or casual employment positions as an SBAT.

- Year 10 students doing a SBAT or HSAT **do not** also do a VET course on a Wednesday as they do the SBAT or HSAT instead of VET.
- VCE students doing a SBAT or HSAT do one less VCE subject, as the SBAT or HSAT is the equivalent of one subject
- VM students doing a SBAT or HSAT have Wednesdays available for this purpose.