

Senior Handbook

2022



VCE – VCAL – VET

and the Workplace

Learner Centred
Learning



Learning Partnerships



Literacies for the World



Learning Experience,
Environment & Engagement



Learning Practice



Table of Contents

Table of Contents	2
Foreword	3
Victorian Certificate of Education (VCE)	4
VCE Satisfactory Completion Policy – 2022/2023	9
Victorian Certificate of Applied Learning (VCAL)	13
Vocational Education & Training Delivered to Secondary Students (VETDSS)	16
Creating Future Pathways: Choosing a Program	16
Terminology	22
Vocational Education at Training in Schools (VETiS)	23
List of Acronyms	24
VCE Studies Offered	25
VET Studies Offered	27
VET Outlines	28
VCE Subject Outlines	35
VCAL Course Components	68
Work Sphere Study Options	71
Australian School Based Apprenticeships and Traineeships in the VCE or VCAL	85
VCE Pathways Planner 2022 & 2023	86
VCAL Pathways Planner 2022 & 2023	87

Welcome to the Senior Curriculum

In preparation for life beyond Kolbe Catholic College, senior students take on new responsibilities and become role models for younger students. They make deeper connections between their learning and the world around them.

Years 11 and 12 students can choose from a number of learning pathways to suit their individual needs: VCE (Victorian Certificate of Education), VCAL (Victorian Certificate of Applied Learning) and VET (Vocational Education & Training). A wide range of VCE courses are offered.

Kolbe Catholic College will make every effort to meet the needs of individual students. The curriculum aims to be student-centred, focused on ensuring that each individual has the opportunity to reach his or her potential in a friendly and welcoming learning environment.

The purpose of this booklet is to help you assist your sons and daughters make their subject choices for Years 11 and 12. There are certain structural requirements that must be met over the course of the senior curriculum program which means that it is important to choose subjects for the two years at the outset. Whilst it is possible to make some changes along the way, it is not always easy. Therefore it is important that students make informed choices right from the start.

In addition to this booklet, a number of other resources are essential for students to read as part of the subject choice process. In particular, all students should access *The Job Guide* and *the VICTER 2024 Supplement*. The VTAC supplement, which will appear in the daily newspapers in July 2018, lists all courses on offer through VICTER 2024 and the entry requirements for those courses. Prerequisites and course advice etc. must be taken into account when selecting subjects for Years 11 and 12.

In choosing subjects, students should be influenced by their abilities and strengths, their interests, possible career directions and likely tertiary studies. They should not be influenced by factors such as what their friends are choosing or staff members teaching the subjects. Curriculum Leaders, the Coordinator of Careers Discovery and Programs, and House Leaders are available to discuss subject choices with parents and students.

Key Dates

- Senior Curriculum Booklet distributed: Thursday 17th June 2021
- Year 11 2022 Subject Expo website available: Thursday 17th June 2021
- Year 11 2022 Information Night: Wednesday 14th July 2021, 7.00pm
- Year 11 2022 Pathways Consults and Subject Selection Confirmation: Monday 26th July 2021

Best wishes to all of our senior students in 2022 and beyond. Strive for excellence. Be your best!

Mr Nick Scully
Principal

Victorian Certificate of Education (VCE)

The Victorian Certificate of Education at a glance:

What do I need to do to be awarded the VCE?

The VCE is awarded on the basis of the satisfactory completion of units. The decision about satisfactory completion of a unit is distinct from the assessment of levels of performance. Study is normally completed over at least two years, but students may accumulate units over a number of years.

What are the attendance requirements?

There is a minimum attendance requirement for VCE / VET classes that students must meet. All VCE Units require 50 hours of class time. The Victorian Curriculum and Assessment Authority (VCAA) requires that sufficient attendance in class occurs so that:

- Sufficient class time to undertake the unit can occur, and
- That work can be authenticated.

School rules are very clear on the expectation of students in relation to attendance. That is, students are expected to be at school, unless a reasonable explanation is given regarding the absence (approved absence). Therefore **100% attendance is expected** of all students unless their absence is approved. An 'approved absence' is one that is supported by a medical certificate. Upon their return from an absence, Year 11 and 12 students are required to submit their medical certificate to Student Reception or their Learning Advisor. Students are required to attend a **minimum of 90%** of their lessons to satisfactorily complete a unit regardless of whether the absence is approved or unapproved.

Students whose attendance in any particular subject falls below 90% will have a Not Satisfactory reported to the VCAA for that Unit unless Special Provision has been made.

What are the minimum requirements to be awarded the VCE?

The minimum requirement to be awarded the VCE is the satisfactory completion of 16 units that include:

- three units from the English group, including a Units 3 and 4 level sequence
- three sequences of Units 3 and 4 studies other than English, including VCE and/or VET Units 3 and 4 sequences

NB: VTAC advises that to be eligible for a study score, satisfactory completion of both Units 3 and 4 of an English sequence is also required.

What are the minimum requirements in English that must be met to be awarded the VCE?

To be awarded the VCE a student must satisfactorily complete three units from the English group, including a Units 3 and 4 level sequence (see above note). The following table provides examples of how the English requirement may apply.

NB: All possible combinations of units from the English group have not been listed in the table below:

English Group Units 1 & 2 Satisfactorily Completed		English Group Units 3 & 4 Satisfactorily Completed	English Requirement Met?	Units Contributing to 16 unit count	Note
1	English Units 1 & 2	English Units 3 & 4	YES	4	Eligible for study score
2	English Units 1 & 2	Literature Units 3 & 4	YES	4	Eligible for study score
3	English Units 1 & 2	Literature Unit 3	NO	3	No study score – no 'S' for Unit 4
4	English Units 1 & 2	Literature Units 3 & 4	YES	4	Eligible for study score
5	Literature Units 1&2 English Units 1 & 2		NO	4	Only 2 of these units count towards the English requirement. The student needs an 'S' for both Units 3 or 4.

What is a learning outcome?

For every subject there is a series of 'learning outcomes'. These outcomes state what you will be studying during the unit, and what you should be able to do by the end of the semester. These are the things that you will be assessed on and you must satisfactorily complete them.

What does the unit structure at VCE mean?

Each VCE Unit is numbered 1, 2, 3 or 4.

Units 1 and 2:

Units 1 and 2 may be done separately or as a pair. Please check recommendations from each Subject Area when selecting your units. It is recommended that where possible students choose to study a Units 1 and 2 sequence.

Units 3 and 4 and eligibility for a study score:

Units 3 and 4 of all studies **must** be done as a sequence. Unit 3 must be studied in Semester 1 and Unit 4 must be studied in Semester 2. A student must enroll in a Units 3 and 4 sequence. If a student gains an S for both Units 3 and 4 of a study, then they are eligible to receive a study score.

In Units 1 and 2, do my grades count towards my ATAR?

In order to achieve your VCE, you are required to receive an S in **at least 16 VCE units of which at least 8 must be Units 3 and 4 sequences**; however, the only grades that count towards an ATAR score are the grades that are received in Units 3 and 4. The VCAA records whether or not a student gained an 'S' (Satisfactory) or 'N' (Non Satisfactory) for each unit. The VCAA issues each student with a Statement of Results that outlines this at the end of the year.

Units 1 and 2 are a vital part of VCE as they provide the skill and content knowledge for Units 3 and 4. To achieve the desired results in Units 3 and 4, a firm foundation must be laid throughout Units 1 and 2. While some students may feel the need to apply to transfer between subjects at the end of Unit 1 and Unit 2, this is by no means guaranteed and an extensive process must be undertaken to ensure that the best choices are made for your education.

Access into any Units 3 and 4 course will only be permitted by Kolbe Catholic College if you have demonstrated that you can manage the workload associated with that subject. Students who do not work to their full potential during Units 1 and 2 may find their options become very limited when applying into Units 3 and 4.

Even though the grades received in Units 1 and 2 do not count directly towards an ATAR score, it is still in every student's best interest to achieve the highest possible grades they can. These school-based grades (which will appear on your Kolbe Catholic College report) provide an indication of your achievement level at that time. Every student should be striving to improve to the best of their ability.

What does Satisfactory Completion mean?

The student will receive a Satisfactory for a unit when the College determines that all outcomes for that unit are achieved satisfactorily. This means that a student has demonstrated a satisfactory level of knowledge through the completion of various tasks as set by your teacher.

The consequence of failing to satisfactorily complete an outcome are quite serious. The unit cannot be counted towards your VCE and you may even find yourself having to repeat it.

In addition, you can be given an N (Non satisfactory) if you:

- **Hand in work late**
- **Copy someone else's work**
- **Help someone else to cheat**
- **Accept 'undue assistance' for the work**
- **Breach the school's attendance rules (Refer to Completion Policy later in this handbook).**

How long does a unit run for?

All units are semester based. Generally, in Year 11 students will complete Units 1 and 2 sequences, whilst in Year 12 they will complete Units 3 and 4 sequences (acceleration opportunities exist for students in Years 10-12).

Program Diversity

At Kolbe Catholic College, we recognise that every student works at different paces and may require further personalisation of their learning program. For this reason, in individual cases, there is provision for students to access subjects at different year levels.

Some Year 10 students may be invited to consider completing a Units 3 and 4 sequence as part of their Year 11 program and Year 9 students a stipulated Units 1 and 2 sequence as part of their Year 10 program. Invitations will be issued to students who have met all of the required criteria (listed below), and, who have been nominated by at least one of their current Subject Teachers.

When deciding if to accept this invitation it is important for students to understand that the choice to complete a Units 3 and 4 sequence in Year 11 does have an impact on their whole program of study. It requires maturity and the capacity to manage personal learning as well as demonstrated excellence in the skills required for formal study.

Some subjects are not appropriate to be studied without having completed Unit 1 and/or 2 sequence/s. Students need to carefully consider their motivations for acceleration and ensure they are suited to this option and pay close attention to the advice given during the Subject Selection process.

Only select subjects are made available to students for acceleration. A copy of these will be made available to students each year by the Curriculum Leader (Senior Years) and the Assistant Principal – Learning & Teaching.

To be eligible to be considered for an acceleration opportunity, students must meet all of the following criteria:

1. All work habits in all subject areas have been met consistently.
2. An excellent attendance record i.e. above 90% in all classes.
3. A mid-year examination result above 85% in a related subject.
4. All other examination results above 70%.
5. Excellent recommendation from Learning Advisor and Subject Teachers.

The Semester 1 reports and past reports will be used as evidence that these criteria have been met.

Opportunity also exists for students completing a Units 3 and 4 program to accelerate in university subjects. Students interested in this option will be considered based on the criteria listed above and are encouraged to make contact with the Coordinator: Careers Discovery and Programs.

What do I need to consider when planning my VCE course?

When deciding which units to choose for the first year of your VCE, consider the following:

- *What subjects am I currently completing in Year 10 that I am good at?*
- *What subjects am I currently completing in Year 10 that I am interested in?*
- *What are my strengths as a student?*
- *Have I thought about a career path that I may wish to follow?*
- *Have I asked other students who have studied these subjects what work is involved?*
- *Have I looked at any prerequisite subjects needed for possible tertiary entrance?*
- *Have I spoken with my Pathways Teacher and Learning Advisor if I am still confused?*

How is the VCE assessed in Year 11?

Students are assessed on two levels in Year 11. Firstly your teacher will determine whether you have satisfactorily completed all outcomes in a unit. This will be shown on your End-of-Semester Report as an 'S' or 'N', and will be reported to VCAA. Secondly, your performance in the subject will be graded A+ to UG. This performance grade is not reported to VCAA but will appear on your End-of-Semester Report. A student whose grades are unsatisfactory in a subject may not be recommended to do the same subject in Units 3 and 4, or may be asked to consider another pathway.

How is the VCE assessed in Year 12?

The satisfactory completion of all outcomes will be reported as 'S' or 'N', the same as in Year 11. For every subject you will also be doing a number of School Assessed Coursework (SACs) and/or School Assessed Tasks (SATs) that are completed in class. The mark you get for these in a particular subject will be your school assessed coursework / task mark, and will be **sent to VCAA**. It will then be statistically moderated against your performance in the General Achievement Test (GAT), examination, and added to your examination result/s to determine your study score for that unit of study.

For each Study, details of assessment will be published annually by the VCAA in an 'Assessment Guide' publication. Kolbe Catholic College updates and publishes annually assessment rules pertaining to the completion of work, extensions to SAC/SAT submission dates and promotion to the next level of study. Students must make themselves familiar with all relevant course documentation.

What happens if I don't do my homework?

Class-based homework is an essential part of the acquisition of the skills required for a student to perform at the best of their ability. At VCE level, students are encouraged to take more responsibility for their own learning. There may or may not be a disciplinary response to the non-completion of homework; however, it is essential that students recognise that all work they undertake over the course of VCE assists them with their assessment. It is very hard to do well in the senior years of school without having completed the set homework. The College still wishes to support students in further developing their study skills, time management and a strong work ethic. Any student who is concerned with their time management and study skills is strongly advised to seek assistance.

What if I am having trouble meeting a deadline?

If work is not submitted on time, **you run the risk of receiving an 'N' for an outcome, and thus for the entire unit.** Extensions will only be granted in genuine cases of significant hardship or when supported by medical documentation and at the discretion of the Curriculum Leader (Senior Years), in consultation with the Assistant Principal – Learning and Teaching. All applications should be discussed with your Learning Advisor before submitting them to the Curriculum Leader (Senior Years).

My family is going on holiday during term time and I want to go, too. Is that okay?

You are strongly advised against 'leaving early' or taking time off during the school term for holidays. It is assumed that assessable work will be done in classes until the scheduled end of term date. SACs and examinations **cannot** be rescheduled due to unauthorised holidays. Family holidays **will** count as non-approved attendance and may result in you not meeting the attendance requirements and passing the unit.

What if I change my mind about doing a particular subject?

You may be able to change to a new unit within the first two weeks of a new semester, or via a timeline stipulated by the College. Sometimes this can be difficult. The class you may wish to change to may be full, or a subject change may mean altering your whole timetable, which will affect your other units. If you wish to change a subject, see the Curriculum Leader (Senior Years) as soon as possible. Applications for subject changes that are submitted after the due date will not be considered. Changes are not possible after Unit 3 as Units 3 and 4 must be completed as a sequence.

Where can I get more information about the VCE?

For general VCE information consult your Pathways Program Teacher or the Curriculum Leaders (Senior Years). For subject specific information, consult your Subject Teacher. Useful websites on VCE and tertiary selection are www.vcaa.vic.edu.au and www.vtac.edu.au.

Having considered all those questions, what should I do next?

List the units that you would like to complete on the planner at the back of the booklet (pp. 87 and 88), including units at Unit 1, 2, 3, and 4 levels. Once you have mapped out a draft of your selections, show it to your Pathways Program teacher, Coordinator: Careers Discovery and Programs, Subject Teachers, Learning Advisor, parents and any other significant person who may be able to discuss this with you. Also check that you have met the requirements for the English group of subjects as outlined earlier in this document. This information will play an important role in the Learning Advisor Conferences and Pathways Consults scheduled for July and August 2018.

NB: *In most cases, Unit 1 or 2 can be studied without any previous study in the subject, but **continuity** is important so that a student can be successful in Units 3 and 4. In a few cases, Units 3 and 4 may be studied without having completed Units 1 and 2, but this is not always recommended. For more information please refer to the individual subject areas for their recommendations on this.*

What else is important to remember?

While Kolbe Catholic College offers many units of study, it always depends on staff availability and on sufficient numbers of students choosing a unit to make it educationally or economically viable. Those students who have chosen a unit that does not go ahead would be invited to make a new selection. (Refer to the subject lists later in this handbook).

The General Achievement Test (GAT)

What is the GAT?

The GAT is an essential part of the VCE assessment procedures. All students enrolled in one or more VCE Units 3 and 4 sequences must sit the GAT. This also includes students whose only enrolment at Units 3 and 4 is in a VCE VET study.

The General Achievement Test is a test of general knowledge and skills in:

- Written Communication
- Mathematics, Science and Technology
- Humanities, the Arts, Social Sciences.

These areas are very broad. Each represents a body of general knowledge and skills that students are likely to have built up through their school years.

Because it is a general test, no special study is required for the GAT. Students will already have done preparation for the GAT in past study of subjects like English, Mathematics, Science and History, where they have built up general knowledge and skills that will be tested.

Students can get a good idea of the questions by looking at previous GAT papers. Students are encouraged to familiarise themselves with these questions and note that all the information needed to work out the right answer is provided.

Why do students have to do the GAT?

Although GAT results do not count directly towards a student's VCE results, they play an important role in checking that school assessments and examinations have been accurately assessed, and in determining Derived Examination Scores. So it is important to sit the GAT and do as well as possible on all parts of it.

The GAT is used in these ways because achievement on the GAT is a good predictor of achievement on other assessments. If students have done well on the GAT, then their achievements are likely to be high on their school assessments and examinations. Clearly, some GAT questions relate more closely to achievement in particular studies. The VCAA takes this into account when it calculates students' expected achievements in each study for each school. For example, GAT results in Mathematics, Science and Technology play only a minor part in calculating students' expected achievements in Humanities studies.

How is the GAT used?

The VCAA will use students' GAT scores as a basis for:

- Contributing to statistical moderation of School Assessed Coursework
- Reviewing school assessments in School Assessed Tasks
- Checking the accuracy of examination marking
- Calculating the Derived Examination Score

VCE Satisfactory Completion Policy – 2022/2023

As a Catholic school Kolbe Catholic College seeks to educate the whole person, and integrate Faith with the culture and life of a developing young person in Australian society. Priority is given to fostering each person's best expression of self. Particular attention is given to the holistic view of a contemporary curriculum, with an emphasis on teaching vital skills such as literacy, numeracy and social co-operation, whilst integrating knowledge, skills and values across all learning areas.

Focus Statements:

- That it is a matter of equity that all students have the right to complete their School Assessed Coursework (SAC) under the same conditions in order to demonstrate achievement of the learning outcome(s) for satisfactory completion.
- That it is a matter of justice that all students have access to procedures that provide for all individual needs and circumstances.
- That the VCE is designed to cater for all students entering post compulsory education, and that these students should be able to access satisfactory completion with fair and reasonable effort.

Attendance Requirements and Procedures:

Students who are absent at the time of scheduled School Assessed Coursework (SAC) will be required to:

- Apply to the Curriculum Leader (Senior Years) to have their SAC absence approved by downloading the relevant documentation from 'ConeqTS' and completing a 'SAC Reschedule' form.
- Submit the form, with supporting documentation, to the Curriculum Leader (Senior Years) on the following school day.

If the SAC absence relates to illness or injury then:

- Parents are to call Student Reception at the College by 9.00am to inform the College of the absence.
- The absence must also be supported with a medical certificate for a Medical Condition and submitted to Student Reception.
- Student is to download and complete a 'SAC Reschedule' form, submitting it to the Curriculum Leader (Senior Years).

If the SAC absence relates to serious personal/family issues then:

- Parents are to call Student Reception at the College by 9.00am to inform the College of the absence.
- A note or contact from parent(s)/guardian **and** House Leader for Serious Personal/Welfare issues is required and it is to be submitted to Student Reception.
- Student is to download and complete a 'SAC Reschedule' form, submitting it to the Curriculum Leader (Senior Years).

If the SAC absence is due to a school related activity then:

- Student is to download and complete a 'SAC Reschedule' form, submitting it to the Curriculum Leader (Senior Years).
- The organising teacher of the activity is to sign the 'SAC Reschedule' form.
- Student is to submit the relevant documentation to the Curriculum Leader (Senior Years).

The onus is on the student to apply to have their absence from the SAC approved as SAC absences default to an N result.

- If a student's absence is **approved** then they will have this time rescheduled and the work will be assessed as **Satisfactory or Not Satisfactory and graded**.
- If a student's absence is **not approved** then they will have this time rescheduled and the work will be assessed as **S or N only**. This work will not be graded.

If a student is absent from a SAC:

- A 'SAC Reschedule' form is to be downloaded and submitted, if absence is approved, SAC time rescheduled and work assessed as normal.
- If a 'SAC Reschedule' form is **not** submitted then a 'pending N' will be awarded.
- When absence is not approved, a 'pending N' will be awarded and families will be notified accordingly.

Students are entitled to one reschedule opportunity only.

Extended Absences

- If more than two SACs need to be rescheduled for a unit of study, an interview may take place between the student, the Subject Teacher and the Curriculum Leader (Senior Years).
- If it is not possible for the student to complete the same SAC with the rest of the class, an alternative task may be set as described in the assessment guides.

Completion of School Assessed Coursework (SAC) / School Assessed Task (SAT):

Satisfactory Completion (S)

- In order to satisfactorily complete a unit, students must *satisfactorily demonstrate achievement of the set learning outcomes*.
- SACs / SATs are a part of the normal teaching and learning program and are conducted mainly in class time.
- All students will receive an outline of the unit's assessment, which will include:
 - Nature of task
 - Equipment
 - Requirements
 - Conditions
 - Duration

Assessment/Marking scheme

- Students will also receive an outline of the requirements for satisfactory completion of each unit.
- Achievement of an outcome means:
 - **The work meets the required 'standard' as described in the learning outcomes**
 - **The work is submitted on time**
 - **The work is clearly the student's own**
 - **There has been no breach of VCAA or College rules**

If all outcomes are achieved on all SACs / SATs, a student receives 'S' for the unit.

(*'S' = Satisfactory completion, 'N' = Non-satisfactory completion*)

Non- Satisfactory Completion ('N')

A student may not be granted satisfactory completion if:

- **The work is not of the required standard as described in the outcomes**
- **The student has failed to meet the deadline for a SAC / SAT**
- **The work cannot be authenticated**
- **There has been a breach of VCAA or College rules, including the SAC Absence Policy and College Attendance Requirements**

If **any** of the outcomes for a subject are not achieved, the student receives 'N' for the unit.

Resubmission

- Students who fail to meet the minimum requirements to achieve an 'S' for a SAC / SAT, must complete a 'SAC Reassessment' form.
- Resubmission of the SAC / SAT will only occur once and will be awarded an 'S' or 'N'.

Authentication

Rules and Procedures for Students

Students must ensure that all unacknowledged work submitted for all SACs and SATs is genuinely their own. Students must acknowledge all resources used, including:

- **Texts, websites and other source material**
- **The name(s) of any person(s) who provided assistance, and the nature of this assistance**

Please be aware that:

- **Students who knowingly assist other students to breach rules may be penalised**
- **Students must not submit the same piece of work for more than one SAC/SAT**
- **Students and teachers must sign the Declaration of Authenticity when submitting a completed SAC/SAT**

Evidence of Student Work/Authentication of SACs / SATs

Where appropriate, students must produce evidence of the development of the SAC/SAT from the planning and drafting stage, through to the final piece of work. This will enable the Subject Teacher to monitor and record the development of the work and to attest that the work is the student's own.

Subject Teachers must monitor and record each student's development of the SAC/SAT, from planning and drafting through to completion. This requires regular sighting of the work by the teacher. If a student submits work for final assessment that

has not been sighted by their teacher during the course of the topic, the Subject Teacher is unable to authenticate the work and therefore unable to give an 'S' result.

Subject Teachers may ask students to demonstrate their understanding of the SAC/SAT at or around the time of the submission of the work.

Suspected Breach of Authentication Rules

If any part or all of the SAC/SAT cannot be authenticated, the matter will be referred to the Curriculum Leader (Senior Years) by the Subject Teacher. Students will be requested to attend an interview with the College VCE Tribunal and may be required to complete a supplementary assessment task or test (written or oral) to demonstrate their understanding of the work.

Students will be notified of when and where the tribunal interview will take place. The student's parents will also be notified.

The onus is on the student to provide evidence that the work submitted is their own work and they may be asked to:

- **Provide drafts and other evidence of the development of the work**
- **Discuss content of the work with their teacher and demonstrate their knowledge and understanding of the work**
- **Provide samples of other work or complete another supplementary task (or test) under supervision**
- **Attend a formal interview**

Following the interview, a letter will be sent by the Curriculum Leader (Senior Years) to the student and the student's family, and a meeting scheduled informing all parties of the outcome. A record of the interview is kept on file. When the decision of the College Tribunal is an 'N', the student has the right to appeal to the VCAA.

School Assessed Coursework/School Assessed Tasks unable to be authenticated:

In a situation where a SAC/SAT is unable to be authenticated one of the following may apply:

- Discussion with the student
- The student may be given the opportunity to resubmit the work
- The College may not accept the part of the SAC/SAT that infringes the rules and submit a score solely on the remainder of the work. This may lead to a 'UG' (ungraded) awarded
- The College may not accept any of the SAC/SAT and award an 'NA' (not assessed) for the SAC/SAT and therefore an 'N'

Plagiarism:

Plagiarism is the act of representing as one's own original work the creative works of another, without appropriate acknowledgment of the author or source.

Collusion:

Collusion is the presentation by a student of an assessment piece as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons. **Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct.**

Plagiarism and Collusion Constitute Cheating.

All students may be required to sign a declaration stating that the work they have submitted for assessment is their own. Any breach of the above rules will result in an 'N' result for the SAC / SAT and an 'N' result for the unit. Students will be asked to present to a VCE Tribunal meeting to discuss the breach of rules.

Use of Technology (Computers and Printers):

When a student uses a computer to produce a SAC/SAT, it is the student's responsibility to ensure that:

- There is an alternative system available for use in case of computer or printer malfunction or unavailability
- All materials are saved and backed up; hard copies of the work in progress are produced regularly to meet drafting and authentication requirements
- Computer or printer malfunction is not an acceptable reason for non-submission of any work

Special Provision:

Special Provision is available to any VCE student who has experienced or is experiencing significant hardship because of illness (acute and chronic), impairment or personal circumstances. If this significant hardship has prevented a student from completing work by a due date and/or has affected the student's level of performance in a school-assessed task, coursework or examination, they should apply for Special Provision. Students should discuss this with their subject teacher, Learning Advisor, House Leader or Curriculum Leader (Senior Years) if they find themselves in this situation.

I have an ongoing condition that is going to impact on my studies, what do I do?

The first thing to do is to seek assistance. It is very important that any student who may be in need of Special Provision to notify the Curriculum Leader (Senior Years) as soon as possible to ensure that all possible assistance can be accessed in relation to the curriculum.

There are three types of Special Arrangements that may be applicable:

1. Special Provision for School based assessment (Units 1 to 4)

Students are eligible for Special Provision for school-based assessment if their ability to demonstrate achievement is adversely affected by:

- Illness – acute or chronic
- Impairment – long term
- Personal circumstance

The Special Provision for school-based assessment applications are available from the Curriculum Leader (Senior Years) and may be accessed at any point throughout the year.

2. Special Examination Arrangements (Units 3 and 4)

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access the examination is impaired due to:

- Severe health impairment
- Significant physical disability
- Hearing impairment
- Visual impairment
- Learning disability
- Severe language disorder

The Special Examination Arrangement applications are available from the Curriculum Leader (Senior Years) and must be lodged no later than one month after the commencement of the school year.

3. Special Entry Access Schemes (SEAS) – including Special Consideration

When applying for courses through VTAC towards the end of Year 12, you are able to apply for Special Entry Access Schemes which includes Special Consideration if you have circumstances that have had an ongoing impact on your studies. If you are currently in Year 11, it is important that you keep an accurate record of that impact so that you can apply for Special Consideration the following year.

It is the responsibility of the student to ensure that they complete all the relevant sections on the VTAC website when applying for Special Consideration. Assistance can always be sought from the Coordinator: Careers Discovery and Programs, the Curriculum Leader (Senior Years), the Assistant Principal – Learning and Teaching, the Director of Students (Senior Years) and the School Counsellors.

To aid your application for all special provisions, it is important that you maintain documentation of events that have impacted you. This could take the form of medical documentation, police records, a brief diary outlining events as they occur among other forms.

Students may be eligible for Special Consideration if their ability to demonstrate achievement over a period of time is adversely affected by:

- Chronic illness
- Impairment – long term
- Personal circumstances

My examinations are just beginning and something very serious has just occurred which will have a direct impact on my ability to perform my best in the examinations. What do I do?

In this case, Kolbe Catholic College may be in a position to assist you in applying for a Derived Examination Score (DES). This is different from the Special Arrangements as this relates to specific issues that arise immediately in the lead up to examinations. The VCAA administers Derived Examination Scores for Units 3 and 4 examinations and the requirements are stringent. At the Units 1 and 2 level, the VCE panel will be responsible for administering Derived Examination Scores and will follow VCAA requirements closely.

You may apply for a DES if you fulfill the following requirements. You:

- Are prevented from attending an examination due to illness, accident or other personal or unforeseen circumstances beyond your control
- Consider that your performance in an examination has been affected by illness, accident or other personal or unforeseen circumstances just prior to or during the examination period

For example, illness or accidents include influenza, asthma attack, and physical injuries such as a broken arm or cut hand. Personal or unforeseen circumstances include the death of a family member, disruption at the examination centre of a faulty examination paper etc.

You must have a school assessment score for the unit(s) being examined.

You cannot apply on the basis of:

- Long term or chronic illnesses such as glandular fever or asthma, unless you have a flare up or your condition suddenly worsens during the examination period
- Conditions for which you have already been granted Special Examination Arrangements, unless an unforeseen episode or additional difficulties occur during the examination.
- Absence from school or study for a prolonged period
- Long term loss of examination preparation time
- Teacher absence or other teacher related difficulties
- Unfamiliarity with the English language
- Misreading the examination timetable
- Misreading examination instructions
- Matters you could have avoided or foreseen

Victorian Certificate of Applied Learning (VCAL)

Please be advised that as of 2023, the VCAL senior qualification will form part of a VCE qualification with a vocational pathway. Further information will be provided in future Handbooks.

The Victorian Certificate of Applied Learning (VCAL) is broadening the educational, training and employment opportunities for students who are more suited to learning in an applied, 'practical' environment.

Unlike the VCE, which is widely used by students as a pathway to university, students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or going straight into the workplace after completing Year 11 and/or 12.

The VCAL has four compulsory strands which focus on building the skills they will require in their post-secondary pursuits, including literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

The VCAL's flexibility enables schools to design a study program that suits the interests and learning needs of individual students. Modules and units are selected for the following four compulsory strands:

- Literacy and Numeracy Skills
- Work-Related Skills
- Industry Specific Skills
- Personal Development Skills

Students who successfully complete the VCAL receive a fully accredited secondary school qualification.

At Kolbe Catholic College students will attend core classes at school - covering Numeracy, Literacy, Personal Development Skills and Work-Related Skills. They will also undertake vocational training (VET) courses and work placement in their chosen field in location(s) away from school.

What are the attendance requirements?

There is a minimum attendance requirement for VCAL / VET classes that students must meet. The Victorian Curriculum and Assessment Authority (VCAA) requires that sufficient attendance in class occurs so that:

- sufficient class time to undertake the unit can occur, and
- that work can be authenticated

School rules are very clear on the expectation of students in relation to attendance. That is, they are expected to be at school, unless a reasonable explanation is given regarding the absence (approved absence). Therefore **100% attendance is expected** of all students unless their absence is approved. An 'approved absence' is one that is supported by a medical certificate. Upon their return from an absence, Year 11 and 12 students are required to submit their medical certificate to Student Reception. Students are required to attend **a minimum of 90% of their lessons both on and off site (TAFE etc.)** to satisfactorily complete a unit regardless of whether the absence is approved or unapproved.

My family is going on holiday during term time and I want to go, too. Is that okay?

You are strongly advised against 'leaving early' or taking time off during the school term for holidays. It is assumed that assessable work will be done in classes until the scheduled end of term date. Family holidays **will** count as non-approved attendance and may result in you not meeting the attendance requirements. **Strict attendance requirements also apply for TAFE and Work Placement.**

What students need to know about VCAL:

- Students will attend core classes at school—covering Numeracy, Literacy and Personal Development Skills and Work-Related Skills
- VCAL is a very flexible program and students should discuss their aspirations and learning preferences with the Learning Leader: VCAL
- The core classes will be conducted as a school-based program. The learning activities in these classes will often be very 'hands on', giving all VCAL students an excellent opportunity to develop useful, life-long practical skills
- The selection of vocational training (VET) courses and work placements for each student is expected to reflect the career interests of the student, providing both the development of workplace skills and experience of relevant work environments
- Students have the option to include Structured Workplace Learning or a School Based Apprenticeship in their learning program

General Information about VCAL:

What is VCAL?

The Victorian Certificate of Applied Learning (VCAL) is a hands-on/ applied learning option for students in Years 11 and 12.

The VCAL gives students practical work-related experience and industry skills, as well as Literacy and Numeracy skills and the opportunity to build personal skills that are important for life and work. Like the VCE, it is a recognised secondary education qualification.

The VCE is widely used by students as a pathway to university. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 11 and/or 12.

However, if any student starts VCAL and then decides that it is not the right pathway, they may have an opportunity to transfer at the commencement of a new semester, providing they meet the criteria for changing into the desired senior program. In fact, if a student decides to transfer between certificate courses, any VCE studies successfully completed as part of the VCAL program will count towards the VCE.

Why choose to do the VCAL instead of the VCE?

The VCE is a good option for students who would like to go on to further education at university. However, you might feel that this is not the right option for you. Just like the VCE, the VCAL is an accredited senior secondary school qualification undertaken in Years 11 and/or 12. The VCAL is based on hands-on learning, also known as 'applied learning'.

If you choose to do the VCAL instead of the VCE, you will gain practical experience and 'employability' skills, as well as the skills you will need to go onto further training in the workplace or at a TAFE. VCAL is usually appropriate for students who have a

particular pathway they are working towards and who are able to work in a self-directed manner.

When can I do the VCAL at Kolbe Catholic College?

You can undertake your VCAL program in Year 11 and/or 12. (The VCAL is also available at most TAFE institutes, as well as other secondary schools.) Students may also commence VCAL in Year 10.

What are the VCAL levels?

The VCAL levels are Foundation, Intermediate and Senior.

Are there any entry requirements?

Yes.

Entry into VCAL is in accordance with student readiness and College policy. There is an application and interview process, along with teacher recommendations that are required to apply for entry into a VCAL course.

How long would the VCAL take me to complete?

It usually takes one year to complete each VCAL level.

What do you get after successfully completing each Level of VCAL?

When students successfully complete their learning program they will receive a VCAL Certificate.

Students will receive a Statement of Results, listing all VCE, VCE VET and VCAL units, and a Statement of Attainment for VET courses. These will list all units and modules you have successfully completed as part of your VCAL program.

Will a student who has completed the VCAL have real-life work experience?

The VCAL program has the provision to allow students the opportunity and flexibility to undertake on-going work placement on a regular basis. This is a student driven initiative where they research work places themselves, with support from their teachers, to find and negotiate suitable work experience. This gives them a chance to become part of the team at work and apply the knowledge they are learning in the classroom in an authentic setting.

Will VCAL students be equipped with the level of literacy and numeracy skills they need to be effective in the workplace?

Literacy and numeracy studies are a compulsory part of the VCAL. The flexibility of the VCAL enables students to integrate their literacy and numeracy learning into other areas of their VCAL program and apply it to specific work and industry related situations.

Do students who complete the VCAL have the skills and knowledge to continue further training at TAFE?

Yes.

The VCAL is a secondary school certificate that is recognised by TAFE institutes and enables entry into further education and training courses. TAFE will be a natural progression for many VCAL students who may have already completed one or more VET certificate modules as part of their VCAL program.

How does the VCAL help a young person decide what type of industry or business they would like to work in?

One of the aims of the VCAL is to provide students with the practical experience they need to make informed career choices. Students have an opportunity to gain experience in a wide range of industries through VET courses and/or work placement. These experiences show them what it is like to work in a particular industry or business, and help them to discover where their strengths and interests lay.

How does the VCAL get students ready to enter a trade?

VCAL students will have earned credit towards a trade or industry certificate and will have knowledge of areas such as Workplace Health & Safety (WH&S). This prior learning will be recognised and count toward their apprenticeship or traineeship, enabling them to obtain their trade qualification in less time.

What is involved in each strand?

A VCAL program can be designed to suit the individual needs and interests of the student. However, students must complete fully accredited curriculum units and modules in the following four compulsory strands:

1. Literacy and Numeracy Skills:

The student's program must include literacy and numeracy subjects. VCAL Literacy and Numeracy subjects focus on developing the communication and problem-solving skills required in the "real world". Students also have the option to select from a number of VCE English or Mathematics subjects to meet the requirements for this strand.

2. Industry Specific Skills:

Students enrolled in Intermediate or Senior VCAL must undertake Vocational Education and Training (VET Studies).

Students have the flexibility to either complete a single VET certificate or to complete modules and units from a variety of certificates, thus gaining experience in a range of vocational areas. Foundation VCAL students have the option to elect from a number of VCE subjects to complete this strand.

3. Work Related Skills:

In order to develop 'employability' skills, students undertake classroom learning that can be enhanced by participation in the workforce.

4. Personal Development Skills:

A student must propose, develop and participate in community projects and/or activities. The Personal Development Skills strand aims to develop communication skills, teamwork, self-confidence, self-esteem, respect for others and the community.

School Based Apprenticeships and Traineeships and Structured Workplace Learning

The flexibility and learning objectives of VCAL make it an ideal program for students with strong vocational aspirations. Student who are sure about their future and wish to start their vocation training while completing their secondary education may benefit from undertaking a School Based Apprenticeship or Traineeship. Students wishing to confirm their vocational choices, explore the world of work or to apply the skills they learn in their VET subject may benefit from undertaking Structured Workplace Learning. Students who are interested in either of these avenues should discuss their options with the Learning Leader: VCAL as soon as possible.

Including a VCE subject in a VCAL program

Students have the option to include a VCE subject in their VCAL program. Students may select VCE subjects to meet the requirements of a Literacy or Numeracy unit, to credit towards Work Related Skills or to expand their knowledge in an area of interest. Students who are considering this option should speak with the Learning Leader: VCAL as soon as possible about the implications of this decision.

All Kolbe Catholic College senior students undertake compulsory Religious Education classes.

Vocational Education & Training Delivered to Secondary Students (VETDSS)

VCE VET Programs (VETiS) are VET qualifications approved by the VCAA that lead to nationally recognised qualifications. There are a variety of programs available that provide credit towards VCE Units 1 – 4, or VCAL, thereby offering students the opportunity to gain both the VCE or VCAL qualification and a VET qualification. These qualifications may be partially or fully completed over the period of the two years of senior studies.

VCE VET Programs are available and delivered through the College, as well as via a number of external providers. The operation of programs is based on the availability of resources and level of student interest. The number of VCE VET Programs available at the College, which are timetabled in with regular class time, will increase in the coming years. Those offered by external providers are conducted on specific days.

For a list of possible VCE VET Programs available, refer to pages 27 to 36.

Creating Future Pathways: Choosing a Program

Although it is likely that you will change your career several times in your lifetime, choosing your subjects wisely at Years 11 and 12 may have a tremendous impact on the career path you eventually follow and the pathways it may take in adulthood.

End of Year 10

Some students already have clear ideas about the career they wish to pursue. They have undertaken research by:

1. Attending University and TAFE Open Days.

2. Using the VICTER 2024 (Victorian Tertiary Entrance Requirements 2024) to check for pre-requisites.
3. Attending Careers Expos and Information Nights.
4. Utilising a variety of careers resources including OZJAC, the Job Guide, My Future, the Internet, Subject Teachers, Learning Advisors and their Pathways Teacher.

'I don't know what I want to do' and so I find it very difficult to select subjects.

You should use the following information to assist in the task of selecting your subjects.

Examine Your Own Interests, Abilities and Needs

It is important to be **realistic** when identifying possible career options and subjects that you may select when developing a program. For example, you are not being realistic in considering a scientific career if you do not like and are not good at Mathematics and Science subjects. Why would you want to become a journalist if you hate reading, research and writing?

Your abilities will, at least in part, be indicated by your academic results. Your teachers are the people who can give you an indication of your ability and the likelihood of success in a subject area. If you are contemplating a new subject, results in a similar subject can act as a guide.

Your interests will be partly indicated by how you feel about the different subjects you are studying. It makes sense that if you enjoy doing something you become interested in it, make more of an effort and often develop an ability in that area.

Your needs will be somewhat determined by your career aspirations. It should take into account factors such as the structure of the course, financial cost and practicality. You may for example, have high levels of interest in 'Outdoor and Environmental Studies' offered at Kolbe Catholic College and demonstrate excellent ability in outdoor physical pursuits. However, if you would find it difficult to attend all of the camps and meet the requirements of the course because of personal or financial commitments, you could be setting yourself up for failure. In this instance, Outdoor and Environmental Studies would not be a wise choice!

Choose units that address your interests, needs and abilities but which also allow you to achieve and to be the best that you can possibly be.

Pathway A: VCE (Victorian Certificate of Education)

Some of students will have their needs met by completing a standard VCE program. A VCE program is a set of semester units taken over a minimum of two years. The program is selected from approximately 40 different studies which have been approved by the Victorian Curriculum and Assessment Authority. To complete the VCE successfully, students must meet the requirements of the VCAA as outlined in the VCE section of this handbook.

VCE – What you have to Study:

Overview

Students usually study 23 units. (Some of these may include VCE Religion units). For select students this may include one or more units completed during Year 10.

Of the 23 units at Kolbe Catholic College, students must select:

1. At least 4 sequential units from the group of English Studies.
English Units 1 and 2, English Units 3 and 4; English Language Units 1 and 2, English Language Units 3 and 4, Literature Units 1 and 2, Literature Units 3 and 4, English as an Additional Language Units 3 & 4.
2. At least 1 unit of Religion.

Year One:

- In your first year of VCE students would usually choose 12 units to study across the two semesters.
- Religious Education is compulsory. Unit 1 of Texts & Traditions is studied across the whole year at Year 11 (options exist for students to complete VCE Unit 1-4 sequences of Religion and Society and Texts and Traditions.).

Year Two:

- In your second year students would usually choose 10 units to study across the two semesters. These units must include at least five sequences of Units 3 and 4, including at least one sequence from the group of English Studies - (English Units 3 and 4, English as an Additional Language Units 3 & 4, Literature Units 3 and 4, English Language Units 3 and 4).

- Religious Education is compulsory. Unit 2 of Texts & Traditions is studied across the whole year at Year 12 (options exist for students to complete VCE Unit 1-4 sequences of Religion and Society and Texts and Traditions.).

What you have to satisfactorily complete:

To meet the graduation requirements of the VCE you must satisfactorily complete a total of no fewer than 16 units. Satisfactorily completed units must include:

- At least 3 units from the group of English Studies, which must include a Units 3 and 4 sequence of either English, English as an Additional Language, English Language or Literature.

The expectation of Kolbe Catholic College is that students undertake a minimum of five Unit 3 and 4 sequences at Year 12 level.

Please see the VCE section of this handbook for more details.

Minimum Requirements:

Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admissions Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English study is also required.

Pathway B: VCAL

Victorian Certificate of Applied Learning:

VCAL is a senior secondary certificate program designed to provide a different style of learning options for senior students who benefit from an applied learning experience.

VCAL provides students with a more individualised learning program based on careful pathways planning. It involves practical applications directed at a specific, student selected industry.

The VCAL is a senior secondary school certificate designed to provide a different style of learning for students whose vocational needs are not being fulfilled by the VCE. VCAL offers individualised programs based on careful pathways planning.

VCAL students must choose a VETiS course from the list provided. Their VCAL program will include structured workplace learning as a practical application of the skills gained whilst undertaking this vocational training.

Religious Education is a compulsory component of the VCAL course.

Criteria for Selecting Students VCAL Programs

As there are limited places in VCE/VET courses the following criteria have been established to appropriately select students:

1. **Choose at least one VET course**
2. **Commitment to the course, including classes outside the normal timetable and venue**
3. **Demonstrated interest in this field as a career choice, through work experience or part time work**
4. **An awareness of the extra cost involved, eg. uniform, tools and specialised equipment, including the TAFE 'no refund' policy**
5. **Fees are to be paid in full on application to each VCE VET course each year and this fee is non-refundable**
6. **Completion of some theory work outside of training sessions**
7. **Willingness to undertake a compulsory Work Placement**
8. **Demonstrate a positive attitude towards the program and teaching staff**
9. **Willingness to keep up to date with ALL school work**

NB: All information regarding a VET course is subject to changes made by the VCAA or the auspicing TAFE College. The certificate issued by the TAFE College is not presented until the year after completion.

Pathway C: Non-scored VCE

Students may choose to undertake a range of vocationally oriented courses in conjunction with their VCE. The programs combine VCE units, VET certificate modules and some degree of work placement. VCE students are able to choose from the **scored or non-scored assessed VET courses** offered either internally at Kolbe Catholic College or externally at a TAFE provider e.g. Kangan TAFE.

All VET courses incur additional fees. These are set and reviewed annually by individual course providers and are determined by the College after applying the Catholic Education Melbourne (CEM) VET Grant and other subsidies.

In order to achieve this qualification, students need to meet the same unit completion criteria as per VCAA requirements (see above in Pathway A).

Criteria for Selecting Students Non-scored VCE Programs

As there are limited places in VCE/VET courses the following criteria have been established to appropriately select students:

1. Choose at least one VET course
2. Commitment to the course, including classes outside the normal timetable and venue
3. Demonstrated interest in this field as a career choice, through work experience or part time work
4. An awareness of the extra cost involved, eg. uniform, tools and specialised equipment, including the TAFE 'no refund' policy
5. Fees are to be paid in full on application to each VCE VET course each year and this fee is non-refundable
6. Completion of some theory work outside of training sessions
7. Willingness to undertake a compulsory Work Placement
8. Demonstrate a positive attitude towards the program and teaching staff
9. Willingness to keep up to date with ALL school work

NB: All information regarding a VET course is subject to changes made by the VCAA or the auspicing TAFE College. The certificate issued by the TAFE College is not presented until the year after completion.

SBAT through VCAL or Non-scored VCE

School Based Apprenticeships and Traineeships:

Kolbe Catholic College also offers students the opportunity to undertake a School Based Apprenticeship and Traineeship (SBAT) whilst completing their senior years of secondary education. School Based Apprenticeships and Traineeships best complement VCAL (although can form part of a VCE Program) and really give students the opportunity to gain valuable ongoing experience whilst also being paid an apprenticeship or traineeship award wage. In this instance, the students attend work and relevant TAFE training two days per week and VCAL classes at the College on the remaining three days. SBAT arrangements are organised between an employer and the relevant registered training institution. At times, an apprenticeship group may assist with the facilitation of the SBAT arrangements.

This course is particularly beneficial for students who know what career they want to pursue and would like to commence their training in the workforce whilst still at school.

Students emerge with an Intermediate or Senior VCAL qualification as well as a Certificate II (sometimes Certificate III) in the SBAT area.

Individual Programs

Students may vary the usual VCE load and undertake one of the following individual programs:

Program Support:

Students who need additional support developing their literacy skills, may be selected to undertake Program Support. Program Support involves extra help with written work and study requirements. It is taken instead of a sixth VCE unit at Year 11 level. Students may generally be chosen to move in or out of Program Support at the end of Semester One, depending on timetable constraints. If families believe that their son/daughter would benefit from Program Support then please speak to the Coordinator: Careers Discovery and Programs or your child's Learning Advisor. Students who are recommended by their Year 10 Pathways teacher for Program Support will be considered pending limited available places.

University Enhancement Studies:

Enhancement Studies are offered by universities to extremely able Year 12 students who wish to undertake a first year university subject in lieu of a VCE subject. These program enable students to participate in first year university subjects related to a range of areas including (but not limited to) Education and Health Sciences. Students interested in this option will be considered based on the criteria listed above and are encouraged to make contact with the Coordinator: Careers Discovery and Programs.

External Study

A number of students study VCE subjects not delivered at Kolbe Catholic College. They undertake these external studies on weekends or evenings at other institutions or organisations. External studies undertaken include languages such as Arabic, Spanish, Vietnamese etc., and special interest subjects such as Dance or Music (Solo Performance).

Some of these students have studied at Unit 3 and 4 level in Year 11. Students need to notify the College, through the Assistant Principal – Learning and Teaching, and the Curriculum Leader (Senior Years) of their intention to take an external study on their unit selection form.

Taking VCE Over Three Years:

Some students may decide/need to take three years, instead of the usual two, to complete their VCE. While students generally make this decision at the end of Year 11, it is certainly possible to decide much earlier. Taking three years to complete VCE allows students to balance their studies with other commitments.

If you are interested in one of these individual programs, you need to fill out an '**Application to vary a VCE Program**'. These forms are available from the Curriculum Coordinator (Senior Years).

Benchmarks For VCE Subjects

Benchmarks have been developed to assist students with the selection of their VCE Programs. These have been set as it recognises that certain levels of knowledge and skills need to be demonstrated in order to meet the rigor placed on the students who undertake them. These benchmarks relate either to the Victorian Curriculum Standard in the subject area for Year 10 students ('*Within Expected Level*' or '*Expected Level*') or for VCE students (*satisfactory completion of outcomes*) and/or minimum examination results. The subjects with benchmarks are as follow:

Biology

Benchmark: *Units 1 & 2* – Students to achieve at 'Expected Level' with scores of 60% and above in Year 10 Science subjects.
 Units 3 & 4 – Students to achieve outcome results of 70% or above in Unit 1 and 2 Biology.

Business Management

Benchmark: *Units 1 & 2* – Students to achieve at 'Expected Level' in Year 10 Humanities.
 Units 3 & 4 – Students to have attained a Satisfactory for all outcomes in the VCE Unit 1 and 2 equivalent with outcome scores of 50% or above.

Chemistry

Benchmark: *Units 1 & 2* – Students to achieve at 'Expected Level' with scores of 75% and above in Year 10 Science subjects.
 Units 3 & 4 – Students to achieve outcome results of 70% or above in Unit 1 and 2 Chemistry.

English Language

Benchmark: *Units 1 & 2* – Students to achieve at 'Expected Level' in Year 10 English.
 Units 3 & 4 – Students to have attained a Satisfactory for all outcomes in the VCE Unit 1 and 2 equivalent with outcome scores of 50% or above.

Health and Human Development

Benchmark: *Units 1 & 2* – Students to achieve at 'Expected Level' in Year 10 Core HPE.
 Units 3 & 4 – Students to have attained a Satisfactory for all outcomes in the VCE Unit 1 and 2 equivalent with outcome scores of 50% or above.

Twentieth Century History

Benchmark: *Units 1 & 2* – Students to achieve at 'Expected Level' in Year 10 Humanities and Year 10 English.

Unit 3 & 4 History Revolutions

Benchmark: *Units 3 & 4* - Students to have attained a Satisfactory for all outcomes in the VCE Unit 1 and 2 equivalent with outcome scores of 50% or above.

Italian

Benchmark: *Units 1 & 2* – Students to have completed Year 10 Italian and have achieved at 'Expected Level'.

Units 3 & 4 – Students to have attained a Satisfactory for all outcomes in the VCE Unit 1 and 2 equivalent with outcome scores of 50% or above.

Literature

Benchmark: *Units 1 & 2* – Students to achieve at ‘Within Expected Level’ in Year 10 English.
Units 3 & 4 – Students to have attained a Satisfactory for all outcomes in the VCE Unit 1 and 2 equivalent with outcome scores of 50% or above.

General Mathematics (Further) Units 1 & 2 and Further Mathematics Units 3 & 4

Benchmark: *Units 1 & 2* – Year 10 Core Mathematics students must achieve a result greater than or equal to 50% on the Semester One and Semester Two examinations.
All Year 10 Pre-Mathematical Methods students are eligible for Year 11 General Mathematics Units 1 and 2.
Units 3 & 4 – All year 11 General Mathematics Units 1 & 2 students must achieve a result greater than or equal to 50% on the Semester One and Semester Two examinations.
All Year 11 Mathematical Methods Units 1 & 2 students must achieve a result greater than or equal to 40% on the Semester One and Semester Two examinations.

Mathematical Methods Units 1 & 2 and Units 3 & 4

Benchmark: *Units 1 & 2* – Year 10 Mathematical Methods students to achieve a result greater than or equal to 60% on the Semester One and Semester Two examinations.
Year 10 Core Mathematics students need to complete an entrance examination to demonstrate their abilities. They must achieve a result greater than or equal to 50% on this set examination.
Units 3 & 4 – Year 11 Mathematical Methods Units 1 & 2 students must achieve a result greater than or equal to 60% on the Semester One and Semester Two examinations.

Specialist Mathematics Units 1 & 2 and Units 3 & 4

Benchmark: *Units 1 & 2* – Year 10 Mathematical Methods students to achieve a result greater than or equal to 70% on the Semester One and Semester Two examinations.
Units 3 & 4 – Students must achieve a result greater than or equal to 80% on Semester One and Semester Two Examinations for Units 1 and 2 Specialist Mathematics and Units 1 and 2 Mathematical Methods.

Physical Education

Benchmark: *Units 1 & 2* – Students to achieve at ‘Expected Level’ in Year 10 Core HPE.
Units 3 & 4 – Students to have attained a Satisfactory for all outcomes in the VCE Unit 1 and 2 equivalent with outcome scores of 50% or above.

Physics

Benchmark: *Units 1 & 2* – Students to achieve at ‘Expected Level’ with scores of 75% and above in Year 10 Science subjects.
Units 3 & 4 – Students to achieve outcome results of 70% or above in Unit 1 and 2 Physics.

Psychology

Benchmark: *Units 1 & 2* – Students to achieve at ‘Expected Level’ with scores of 60% and above in Year 10 Science subjects.
Units 3 & 4 – Students to achieve outcome results of 70% or above in Unit 1 and 2 Psychology.

The following is a glossary of terms related to senior academic study, curriculum, careers and pathways.

Authentication:

This refers to the process of satisfying the teacher that the work is the student's own. The student works under a teacher's supervision and confers with their teacher regularly regarding the completion of the work. The student acknowledges all sources and types of help they receive. Most Assessment Tasks and all SACs are completed in class in order to verify the authenticity of a piece of work.

School Assessed Coursework (SAC):

School-assessed coursework (SAC) is made up of a number of assessment tasks that are specified in the VCAA-issued study design. SACs are used to assess the unit's learning outcomes. For each VCE unit students must achieve specified outcomes as demonstrated via SACs and, in the case of some studies, School-Assessed Tasks (SATs) e.g. essays, structured questions, folios. For Units 3 and 4 studies, schools provide to the VCAA a numeric score representing an assessment of the student's level of achievement. The score must be based on the school's rating of performance of each student on the tasks set out by VCAA. Schools have some choice as to comparable SAC tasks. To ensure that schools' assessments of coursework in each study are comparable throughout the State, schools' coursework assessments are statistically moderated by VCAA, using the examination results in that study and (for some studies) GAT scores. The VCAA issues final results for all coursework assessments in December. Tasks selected as School Assessed Coursework may vary, but they are designed as comparable tasks in scope and demand so students are fairly assessed.

General Achievement Test (GAT):

The GAT consists of a 3-hour test consisting of 2 writing tasks and 70 multiple choice questions set by the Victorian Curriculum & Assessment Authority. All students undertaking one or more Units 3 and 4 studies (including scored VCE VET) are required to sit the General Achievement Test (GAT). This test is designed to help ensure that schools across the state fairly and correctly assess School Assessed Tasks and School Assessed Coursework, that is, according to certain criteria for various grade levels. It is also used to check the accuracy of external marking of individual student's examinations. Students should do their very best on the GAT, but they should not spend time studying other than familiarising themselves with the instructions and types of questions that may appear on the GAT. The Victorian Curriculum & Assessment Authority supplies students with their GAT scores at the end of the academic year.

Outcomes:

Students must satisfactorily complete all Learning Outcomes in Units 1 to 4. Each VCE unit includes a set of two to four outcomes. All of these outcomes, as described in the study design, must be achieved for satisfactory completion of the unit. Achievement of the outcomes is usually based on the Subject Teacher's assessment of the student's performance on assessment tasks designated for the unit. Satisfactory completion of a unit is determined by the School, in accordance with the Victorian Curriculum & Assessment Authority requirements. Teachers will give clearly worded, printed criteria for satisfactory completion of outcomes and detail as to when assessment activities will occur and when work is due. Students demonstrate achievement of outcomes via performance in a range of learning activities: case study analyses, essays, practical exercises, reports, folios, projects, workbooks, media files, demonstrations, short exercises, oral presentations, structured questions and tests. Outcomes-related assessments often take place under test conditions, or they may occur as class work but within a limited timeframe. Outcomes are part of the normal teaching and learning.

'S' or 'N':

Pertains to the assessment of Outcomes. These letters stand for 'satisfactorily completed' ('S') or 'not satisfactorily completed' ('N'). 'S' or 'N' is awarded for each unit of study and for each outcome within each study. Students satisfactorily complete a unit if they satisfactorily fulfill all the learning outcomes as per the Victorian Curriculum & Assessment Authority - issued Study Design for a particular subject.

School Based Apprenticeships and Traineeships:

This program allows senior students to start an apprenticeship or traineeship while completing VCE or VCAL. Students undertake a combination of school-based subjects, TAFE training and workplace training. Students are responsible for sourcing a suitable employer to deliver workplace-based learning. This option is best for students who are sure about their vocational choice because of the high levels of organisation, maturity and dedication required.

Semester:

One half of a year. Generally, Units 1 and 3 are in first semester with Units 2 and 4 in second semester.

Sequence:

A sequence is a Unit 3 study followed by Unit 4 study. Award of the VCE requires that a student successfully complete four Unit 3 and 4 sequences, including Unit 3 and 4 English, English Language and/or Literature. Units 3 and 4 for all studies are taught as a sequence or as a year long course.

Statistical Moderation:

Moderation is a process of ensuring that the same assessment standards are applied to students from every school doing a particular study. Statistical moderation is a process for adjusting schools' assessments to the same standard, while maintaining the students' rank order given by the school.

The VCAA uses statistical moderation to ensure that the coursework assessments given by different schools are comparable throughout the State. Students and parents are provided with details of statistical moderation via briefings and handbooks.

Study Score:

A study score shows how well students have performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who took that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate an individual's ATAR.

Unit:

Each VCE study is divided into four units. One unit lasts one semester or half a year. One unit involves approximately one hundred hours of study (including both work done in the classroom and work done outside the classroom). A minimum of 16 units is required to achieve the VCE.

Victorian Certificate of Applied Learning (VCAL):

An accredited senior secondary school qualification undertaken by students in Years 11 and 12. VCAL is one of two minimum educational qualifications for post secondary education in this state. Subjects are undertaken which a specific focus on each student's individual pathway.

Victorian Certificate of Education (VCE):

The Secondary Certificate of Education in Victoria, the VCE is one of two minimum educational qualifications for post secondary education in this State.

Victorian Curriculum & Assessment Authority (VCAA):

The Statutory Body that oversees the VCE (Coursework and assessment procedures).

Victorian Tertiary Admissions Centre (VTAC):

This is the organisation that administers Victoria's tertiary institutions' joint selection system as well as selection for some TAFE courses. VTAC's job includes: organising the application procedure, receiving and processing applications, forwarding the appropriate applications and accompanying information to the relevant tertiary institutions, making offers to prospective students on behalf of tertiary institutions, and publishing information which can be used in planning VCE student programs and later applying for courses.

Victorian Tertiary Entrance Requirements (VICTER):

This is an annual VTAC publication detailing year-specific prerequisite subject requirements, copies of which are held by the Pathways Centre. Students in Year 10 are given notice of prerequisite subject requirements through the Pathways Program.

Vocational Education at Training in Schools (VETiS)

VET programs are vocational training programs designed for school students. VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both VCE or VCAL and a nationally portable qualification. VCE-VET programs approved by the VCAA offer scored assessment for Units 3 and 4 and are included in an ATAR calculation like any other VCE subject. Other Unit 3 and 4 VET programs can offer block credit towards a student's ATAR score.

List of Acronyms

AT	Assessment Task
AP - LT	Assistant Principal – Learning & Teaching
ATAR	Australian Tertiary Admissions Rank
EAL	English as an Additional Language
GAT	General Achievement Test
LLEN	Local Learning and Employment Network
LOTE	Languages Other Than English
N	Not Satisfactory
NA	Not Assessed
S	Satisfactory
SAC	School Assessed Coursework
SAT	School Assessed Task
SBAT	Australian School Based Apprenticeships and Traineeships
TAFE	Technical and Further Education
UG	Ungraded
VASS	Victorian Assessment Software System
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VICTER	Victorian Tertiary Entrance Requirement
VTAC	Victorian Tertiary Admissions Centre

VCE Studies Offered

YEAR 11 UNITS 1 & 2 (2022)
Some students may apply to study a Unit 3 and 4 sequence in 2022, conditional upon meeting entry criteria published in this handbook.
VCE UNITS 1 & 2
Accounting
Australian and Global Politics
Biology
Business Management
Chemistry
Applied Computing
Drama
Economics
English
English Language
Food Studies
Geography
Health and Human Development
History - 20th Century
Italian
Languages provided by the VSL (Victorian School of Languages)
Legal Studies
Literature
Mathematics Foundation
Mathematics General A
Mathematics Methods (CAS)
Mathematics Specialist
Media
Outdoor and Environmental Studies
Physical Education
Physics
Product Design and Technology (Wood)
Psychology
Religion and Society
Systems Engineering
Studio Arts
Texts and Traditions
Visual Communication Design

While Kolbe Catholic College offers many Units of Study, it always depends on staffing resources and on sufficient numbers of students choosing a unit to make it educationally or economically viable.

YEAR 12 UNITS 3 & 4 (2022)
Accounting
Australian and Global Politics
Biology
Business Management
Chemistry
Drama
Economics
English
English Language
Food Studies
Geography
Health and Human Development
History - Revolutions
Data Analytics (Applied Computing)
Italian
Languages provided by the VSL (Victorian School of Languages)
Legal Studies
Literature
Mathematics Further
Mathematics Methods (CAS)
Mathematics Specialist
Media
Outdoor and Environmental Studies
Physical Education
Physics
Product Design and Technology (Wood)
Psychology
Religion & Society
Software Development (Applied Computing)
Systems Engineering
Studio Arts
Texts and Traditions
Visual Communication Design
University Enhancement Studies

While Kolbe Catholic College offers many Units of Study, it always depends on staffing resources and on sufficient numbers of students choosing a unit to make it educationally or economically viable.

VET Studies Offered

VCE Scored VET Subjects (These <u>will</u> contribute to your ATAR if you complete Units 3 and 4)
Allied Health Services
Business *to be offered on campus in 2022 (no extra fee)
Dance
Engineering Studies
Hospitality
Information Technology
Laboratory Skills
Media – Creative and Digital
Music Industry Performance *to be offered on campus in 2022 (no extra fee)
Sport & Recreation *to be offered on campus in 2022 (no extra fee)
Non Scored VET Subjects (These <u>may</u> contribute to your ATAR as a 5th subject worth 10%)
Applied Fashion Design and Technology
Automotive Studies (Mechanical Pre-Vocational)
Beauty *to be offered on campus in 2022 (1 year course)
Building and Construction (Carpentry Pre-Apprenticeship)
Early Childhood Education and Care
Electrotechnology Studies (Pre-Vocational)
Furniture
Horticulture (Landscaping)
Justice
Plumbing (Pre-Apprenticeship)
Salon Assist *may be offered on campus in 2022 (1 year course)
Tourism
Visual Arts
Warehouse Operations

- **Most VET courses run for 2 years – that is in order for students to gain their full accreditation, they must complete the full 2 year program and satisfy all *assessment and attendance* requirements. If a student only does partial completion, their VET subject will NOT contribute to their ATAR and they will only receive a statement of attainment (statement of modules successfully passed), rather than a VET certificate.**
- **VET Courses are run on site at the College and in partnership with Kangan Institute or Victoria University. Partnerships with other TAFEs or RTOs are possible and dependent on student choice and availability. Classes run subject to numbers. Students taking part in courses off campus, also Beauty and Salon Assist, are required to catch up on work missed each week.**
- **All VET subjects will incur additional fees (2021 the fee was \$700). These are set and reviewed annually by individual course providers and are determined by the college after applying the Catholic Education Melbourne (CEM) VET Grant and other subsidies.**

Most VET subjects will incur additional fees (2021 the fee was \$700).

Allied Health Services

Allied Health Services provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in allied health or allied health related industries. It enables participants to gain a recognised credential and to make informed choices in relation to vocation and career paths.

Sample Modules (Units 1 - 4)

- Comply with infection control policies and procedures in health work.
- Perform general cleaning tasks in a clinical setting.
- Handle waste in a health care environment.
- Participate in OH&S processes.
- Assist with client movement.
- Assist with an allied health program.
- Provide basic emergency life support.
- Orientation to mental health work.

Applied Fashion Design and Technology

Applied Fashion and Design provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the clothing or clothing-related industries. It enables participants to gain a recognised credential and to make informed choices in relation to vocation and career paths.

Sample Modules (Units 1 - 4)

- Follow defined OH&S policies and procedures.
- Apply quality standards.
- Use a sewing machine.
- Identify fibres and fabrics.
- Identify design processes for fashion designs.
- Design and produce a simple garment.

Automotive Studies (Mechanical Pre-Vocational)

Automotive (Pre-Vocational) provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the automotive or automotive-related industries. It enables participants to gain a recognised credential and to make informed choices relating to vocation and career paths.

Sample Modules (Units 1 - 4)

- Job seeking skills.
- Carry out industry research.
- Apply safe work practices.
- Operate electrical test equipment.
- Recharge batteries.
- Use and maintain workplace tools and equipment.
- Dismantle and assemble transmission, manual.
- Remove and replace wheel and tyre assemblies.
- Remove and replace cylinder head.
- Dismantle and assemble carburetor.
- Dismantle and assemble 4-stroke multi-cylinder engine.
- Dismantle and assemble fuel pump.
- Remove and replace radiator.
- Remove and replace clutch assembly.
- Remove and replace suspension, front springs.
- Construct basic electronic circuits.

Beauty *to be offered on campus in 2022: 1 year course

Beauty provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the beauty or beauty related industries. It enables participants to gain a recognised credential and to make informed choices in relation to vocation and career paths.

Sample Modules (Units 1 – 2)

- Demonstrate retail skin care products
- Conduct financial transactions
- Design & apply Make Up
- Merchandise products
- Research and apply beauty industry information

Building and Construction (Carpentry Pre-Apprenticeship)

Building and Construction (Carpentry) provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the building and construction or building and construction related industries. It enables participants to gain a recognised credential and to make informed choices in relation to vocation and career paths.

Sample Modules (Units 1 - 4)

- | | |
|---|--|
| • Workplace safety and industry induction | • Basic setting out |
| • Workplace procedures for environmental sustainability | • Sub floor framing |
| • Basic first aid | • Wall framing |
| • Building structures | • Roof framing |
| • Calculations for the building industry | • External cladding |
| • Introduction to scaffolding | • Installation of door and window frames |
| • Levelling | • Introduction to demolition |
| • Quality principles for the building industry | • Career studies |
| • Safe handling of plant and power tools | • Communications for the building industry |
| • Carpentry hand tools | • Carpentry Power Tools |
| • Workplace documents and plans | • Interior Fixing |
| | • Formwork for Concrete |

Business *to be offered on campus in 2022 (no extra fee)

Business offers essential cross industry skills for all enterprises. It enables students to develop knowledge and skills to work effectively in a business or office environment. Pathway opportunities include Personal Assistant, Medical Secretary, Legal Clerk, Clerical Assistant or Information Desk Manager.

Sample Modules (Units 1 – 4)

- OHS.
- Producing basic Word Documents.
- Communicating in the Workplace.
- Organising Work Activities.
- Using Business Technology.
- Creating and Using Spreadsheets.
- Organising Workplace Information.
- Promoting Innovation and Change.
- Producing Business Documents.

Dance

This VET and VCE subject runs sequentially over two years and develops the desirable technical and performance skills for establishing a career in the dance industry. Skills include developing basic levels of physical condition for dance performance and basic dance techniques, sourcing information on the history and theory of dance, sourcing and applying entertainment industry knowledge, preparing for a dance performance, refining basic dance techniques, applying basic dance techniques for performances. Focus will be on jazz ballet and contemporary dance for electives.

Sample Modules (Units 1 – 4)

- Work effectively with others
- Prepare for performances
- Develop and apply creative arts industry knowledge
- Develop audition techniques

Early Childhood Education and Care

Early Childhood Education & Care provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the Early Childhood Education & Care or Early Childhood Education & Care related industries. It enables participants to gain a recognised credential and to make informed choices in relation to vocation and career paths.

Sample Modules (Units 1 – 4)

- Work within a relevant legal and ethical framework
- Develop cultural competence
- Provide care for children
- Provide care for babies and toddlers
- Use appropriate learning frameworks to guide practice
- Provide an emergency first aid response in an education and care setting

Electrotechnology (Electrical Pre-Apprenticeship)

Electrotechnology (Electrical Pre-Apprenticeship) provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the electrical/electronics industries in areas such as electrical, renewable energy, air conditioning/refrigeration and instrumentation. It enables participants to gain a recognised credential and to make informed choices in relation to vocation and career paths.

Sample Modules (Units 1 - 4)

- Perform computations.
- Dismantle, assemble and fabricate electrotechnology components.
- Solve problems in extra-low voltage single path circuits.
- Fix and secure equipment.
- Use drawings, diagrams, schedules and manuals.
- Document occupational hazards and risks in electrical.
- Identify and select components/accessories/materials for electrotechnology work activities.
- Provide basic sustainable energy solutions for energy reduction in domestic premises.
- Attach cords and plugs to electrical equipment for connection to a single-phase 250 volt supply.
- Conduct in-service safety testing of electrical cord assemblies and cord connected equipment.

Engineering Studies

Engineering Studies provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the engineering or engineering-related industries. It enables participants to gain a recognised credential and to make informed choices in relation to vocation and career paths.

Sample Modules (Units 1 - 4)

- Develop an individual career plan for the engineering industry.
- Apply principles of OH&S in work environment.
- Perform basic machining processes.
- Apply basic fabrication techniques.
- Use computers for engineering-related work activities.
- Produce basic engineering sketches and drawings.
- Apply basic computational principles in engineering work.
- Use hand tools.
- Use power tools/hand held operation.
- Apply electrotechnology principles in an engineering work environment.
- Use basic engineering concepts to plan the manufacture of engineering components.
- Handle engineering materials.
- Produce basic engineering components and products using fabrication and machining.
- Form, bend and shape engineering materials.

Furniture

Furniture provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the Furniture or furniture related industries. It enables participants to gain a recognised credential and to make informed choices in relation to vocation and career paths.

Sample Modules (Units 1 – 4)

- Work in a team
- Work safely in the construction industry
- Prepare surfaces for finishing
- Construct a basic timber furnishing product
- Prepare cutting lists from plans and job specifications
- Assemble furnishing components

Horticulture (Landscaping)

Horticulture provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the horticulture or horticulture-related industries. It enables participants to gain a recognised credential and to make informed choices in relation to vocation and career paths.

Sample Modules (Units 1 - 4)

- | | |
|---|--|
| • Recognise plants. | • Plant trees and shrubs. |
| • Undertake propagation activities. | • Treat plant pests, diseases and disorders. |
| • Follow OH&S procedures. | • Pot-on plants. |
| • Work effectively in the industry. | • Tend nursery plants. |
| • Participate in workplace communication. | • Maintain properties and structures. |
| • Observe environmental work practices. | • Operate equipment and machinery. |
| • Provide basic first aid. | • Prune shrubs and small trees. |
| • Apply chemicals under supervision. | • Assist with landscape construction work. |
| • Renovate grassed areas. | |

Hospitality

Hospitality provides students with the appropriate knowledge and skills within the hospitality industry including commercial cookery, catering, food and beverage service and accommodation service. Further career pathways may include Chef, Waiter, Barista, Food and Beverage Assistant, Restaurant Manager, Maître d', Pastry Chef or Cook.

Sample Modules (Units 1 – 4)

- Health, Safety & Security Procedures.
- Workplace Hygiene.
- Working with Colleagues and Customers.
- Using basic methods of Cookery.
- Receiving and Storing Kitchen Supplies.
- Preparing, Cooking, serving and Presenting Food.

Information Technology

Information Technology provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the information technology or information technology-related industries. It enables participants to gain a recognised credential and to make informed choices in relation to vocation and career paths.

Sample Modules (Units 1 - 4)

- Follow workplace safety procedures.
- Design organisational documents using computing packages.
- Receive and process oral and written communication.
- Maintain inventories for equipment, software and documentation.
- Integrate commercial computing packages.
- Work effectively in an IT environment.
- Apply problem-solving techniques to routine malfunctions.
- Communicate in the workplace.
- Operate computer hardware.
- Install software applications.
- Operate computing packages.
- Interact with clients.
- Use computer operating systems.
- Connect hardware peripherals.

Justice

Justice provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the justice or justice related industries. It enables participants to gain a recognised credential and to make informed choices in relation to vocation and career paths.

Sample Modules (Units 1 – 4)

- Apply foundation legal principles
- Work within the criminal justice system
- Apply writing and presentation skills within a justice environment
- Support the management of adult offenders within the Victorian correctional framework

Laboratory Skills

Laboratory Skills provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects within a laboratory skills environment. It enables participants to gain a recognised credential and to make informed choices in relation to vocation and career paths.

Sample Modules (Units 1 - 4)

- Communicate with other people.
- Record and present data.
- Participate in laboratory/field workplace safety.
- Plan and conduct laboratory/field work.
- Maintain the laboratory fit for purpose.
- Receive and prepare samples for testing.
- Perform basic tests.
- Contribute to the achievement of quality objectives.
- Perform aseptic techniques.
- Prepare working solutions.
- Perform microscopic examination.
- Prepare culture media.

Media – Creative and Digital

Creative and Digital Media covers industry training in areas such as film and television production, animation, radio broadcasting and photography. Potential employment pathways include camera/lighting assistant, radio programmer, editing assistant, interactive media author, production assistant, web designer, animator.

Sample Modules (Units 1 – 4)

- Health and Safety Processes.
- Developing and Applying Creative Arts Industry Knowledge.
- Working with Others.
- 2D digital animations.
- Writing Content for a range of Media.
- Authoring Interactive Sequences.
- Creating Visual Design Components.

Music Industry (Performance) *to be offered on campus in 2022 (no extra fee)

VCE VET Music Performance provides students with a practical, skills-based approach to learning music performance. Units are related to the music performance industry to enhance your knowledge and real working conditions within the music industry. This course enables participants to gain a Certificate III in Music Performance as well as credit towards their senior certificate and ATAR score. Furthermore, this course will assist students for work and life as a musician, helping to make informed choices in relation to vocation and career paths related to the music industry.

(PLEASE NOTE: This qualification has now been superseded and is currently in a 12-month 'teach out' period, as part of the course transition to the newly endorsed CUA Training Package (v.5.0). As such, the qualification codes and unit details listed are subject to change and have been provided for use purely as a guide for prospective students.

Sample Modules (Units 1-4)

- Prepare for performances
- Develop technical skills in performance
- Compose simple songs or musical pieces
- Develop improvisational skills
- Develop and maintain stagecraft skills
- Perform music as part of a group or solo
- Apply knowledge of style and genre to music industry practice
- Contribute to health and safety of others.
- Develop ensemble skills for playing or singing music
- Work effectively in the music industry
- Implement Copyright arrangements

Plumbing (Pre-Apprenticeship)

Plumbing (Pre-Apprenticeship) will prepares students with the skills and knowledge for entry level into an apprenticeship (Certificate III) within the plumbing industry. It has a range of units that introduces the student to basic skills and knowledge that underpin the Certificate III in Plumbing.

Sample Modules (Units 1 – 4)

- Maintain safe working conditions
- Select and use plumbing tools, equipment and materials
- Work effectively with others
- Follow instructions in a designated sequence
- Produce technical drawings
- Numeracy and calculations
- Principles of sustainability
- Methods and strategies to identify employment opportunities in the plumbing industry.

Salon Assist *may be offered on campus in 2022: 1 year course

Salon Assistant course provides your perfect starting point in the creative and dynamic field of hairdressing. The course will include basic hands on practical skills and knowledge, giving you confidence to assist hairdressers with clients. You will learn basic knowledge and skills, such as hair styling, the basic roles of hairdressing and high quality customer care.

Sample Modules (Units 1 – 2)

- Braid Hair.
- Rinse and neutralize chemically restructured hair.
- Communicate part of a Salon team.
- Provide shampoo and basin services.
- Provide head, neck and shoulder massage for relaxation.
- Recommend products and services.
- Dry hair to shape.
- Receive and handle retail stock.

Sport & Recreation *to be offered on campus in 2022 (no extra fee)

Sport & Rec provides students with the opportunity to acquire and develop skills, knowledge and confidence to work in the areas of community, sport and outdoor recreation. Leadership, organizational and specialist activity skills are developed throughout the course. Career opportunities include grounds and facilities maintenance, working in service industries like fitness centres, outdoor sporting grounds or aquatic centres and coaching of sporting teams.

Sample Modules (Units 1 – 4)

- Maintaining Sport and Recreation Facilities.
- Conduct Basic Warm Up & Cool Down programs.
- Plan and Conduct Sport & Rec sessions.
- Undertake a risk analysis of Activities.
- Maintain Sporting Equipment.
- OHS.

Tourism

Tourism provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the Tourism or tourism related industries. It enables participants to gain a recognised credential and to make informed choices in relation to vocation and career paths.

Sample Modules (Units 1 – 4)

- Source and use information about the tourism and travel industry
- Provide service to customers
- Show social and cultural sensitivity
- Sell tourism products and services
- Provide arrival and departure assistance

Visual Arts

Visual Arts provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the Visual Arts or Visual Arts related industries. It enables participants to gain a recognised credential and to make informed choices in relation to vocation and career paths.

Sample Modules (Units 1 – 4)

- Use basic drawing techniques
- Make simple creative work
- Follow a design process
- Develop digital imaging skills
- Develop drawing and painting skills
- Develop print making skills

Warehouse Operations

Warehouse Operations provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the Transport & Logistics or transport & logistics related industries. It enables participants to gain a recognised credential and to make informed choices in relation to vocation and career paths.

Sample Modules (Units 1 – 4)

- Complete receiptal/despatch documentation
- Use inventory systems to organise stock
- Coordinate stocktakes
- Receive and store stock
- Shift materials safely using manual handling methods

Accounting

Unit 1 (AC011)

Role of accounting in business

This unit explores the establishment of a business and the role of accounting in overall business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. Students record financial data and prepare reports for service businesses owned by sole proprietors, taking into account ethical considerations faced by business owners when making decisions, including financial, social and environmental.

Unit 2 (AC022)

Accounting and decision-making for a trading business

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

Unit 3 (AC033)

Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of major accounting processes.

Unit 4 (AC034)

Recording, reporting, budgeting and decision-making

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

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Unit 3 and 4: School-Assessed Coursework and Examination.

Art Option - Studio Arts

The creative nature of visual art provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. The exhibition of visual art offers an insight into the diverse interpretations of life and its experience by artists. Engagement with visual art facilitates creative thinking and the development of new ideas; it also supports connection and exchange within communities and beyond.

Unit 1 (SA011) Studio Inspiration & Techniques

This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through art making. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

Unit 2 (SA022) Studio Exploration & Concepts

This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.

Unit 3 (SA033) Studio Practices and Processes

This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4. Students study the work of artists and artworks from two different time frame or cultures.

Unit 4 (SA034) Studio Practice & Art Industry Contexts

This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities. Students study the professional aspects of working artists.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement

Units 3 and 4: Percentage contributions to the study score in VCE Studio Arts are as follows:

- Unit 3 School-Assessed Task: 33 percent.
- Unit 3 School Assessed Coursework: 5 percent
- Unit 4 School-Assessed Task: 33 percent.
- Unit 3 School Assessed Coursework: 5 percent
- End-of-Year Examination: 30 percent.

Biology

This subject has benchmark for selection. Please refer to page 20 for benchmark requirements.

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries.

Unit 1 (BI011) *How do living things stay alive?*

In this unit, students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse adaptations that enhance the organism's survival in a particular environment, look at the different way in which organisms interact within habitats and consider the role homeostatic mechanisms play in maintaining the internal environment.

Unit 2 (BI022) *How is continuity of life maintained?*

In this unit, students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. Students analyse patterns of inheritance, interpret pedigree charts, predict outcomes of genetic crosses and explore the relationship between genes and the environment, considering the role of genetic knowledge in decision making about the inheritance of genetic conditions.

Unit 3 (BI033) *How do cells maintain life?*

In this unit students explore the importance of the plasma membrane and the control of the movement of molecules and ions in and out of the cell, particularly in the reactions of Cellular Respiration and Photosynthesis. Students consider the response of receptors to signaling molecules and reactions between antigens and antibodies. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. Students consider the transduction of information within the cell and cellular responses and explore the human immune system and the interactions between its components to provide immunity to a specific antigen.

Unit 4 (BI034) *How does life change and respond to challenges over time?*

In this unit students investigate the relatedness between species and the various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2: The individual school will determine levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Biology are as follows:

- Unit 3 School-Assessed Coursework: 16 percent.
- Unit 4 School-Assessed Coursework: 24 percent.
- End-of-Year Examination: 60 percent.

Business Management

This subject has benchmark for selection. Please refer to page 20 for benchmark requirements.

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 modern case studies. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Unit 1 (BM011) Planning a business

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. Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the conditions under which new business ideas can grow are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the key to economic and social development.

Unit 2 (BM022) Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with the law as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the main 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 modern business case studies.

Unit 3 (BM033) Managing a business

This unit explores 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.

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4 (BM034) Managing People and Change

This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement

Units 3 and 4: Percentage contributions to the study score in VCE Business Management are as follows:

- Unit 3 School-Assessed Coursework: 25 percent.
- Unit 4 School-Assessed Coursework: 25 percent.
- End-of-Year Examination: 50 percent.

Chemistry

This subject has benchmark for selection. Please refer to page 20 for benchmark requirements.

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society. Students examine classical and contemporary research, models and theories to understand how knowledge in chemistry has evolved and continues to evolve in response to new evidence and discoveries.

Unit 1 (CH011) *How can the diversity of materials be explained?*

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances.

Unit 2 (CH022) *What makes water such a unique chemical?*

In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures determine concentrations of different species in water samples. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Unit 3 (CH033) *How can chemical processes be designed to optimise efficiency?*

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. They use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems.

Unit 4 (CH034) *How are organic compounds categorised, analysed and used?*

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Chemistry are as follows:

- Unit 3 School-Assessed Coursework: 16 percent.
- Unit 4 School-Assessed Coursework: 24 percent.
- End-of-Year Examination: 60 percent.

Applied Computing

Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs, manage the threats to data and software security. The study examines the features of each component of an information system including people, processes, data and digital systems (hardware, software, networks). Applied Computing is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact.

Unit 1 (IT011) Applied Computing

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

Unit 2 (IT022) Applied Computing

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

Unit 3 (IT023) Data Analytics

In this unit, students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software, with the aim to create data visualisations or infographics.

Unit 4 (IT024) Data Analytics

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

Unit 3 (IT033) Software Development

In this unit, students apply the problem-solving methodology to develop working software modules, using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

Unit 4 (IT034) Software Development

In this unit, students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Data Analytics and/or VCE Software Development are as follows:

- Unit 3 & 4 School-Assessed Coursework: 20 percent.
- Unit 3 & 4 School-Assessed Task: 30 percent.
- End of Year Examination: 50 percent.

Drama

The study of drama focuses on the creation and performance of characters, narratives and stories. Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. They analyse the development of their performances and explore the actor-audience relationship. Students develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance style from a range of cultural contexts. They view and analyse performances by professional and other practitioners.

Unit 1 (DR011) Introducing performance styles

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and performances.

Unit 2 (DR022) Australian identity

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.

Unit 3 (DR033) Devised ensemble performance

This unit explores the work of drama practitioners and draws on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Unit 4 (DR034) Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students further develop and refine these skills as they create a performance in response to a prescribed structure. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Drama are as follows:

- Unit 3/4 School-Assessed Coursework: 40 percent.
- Unit 4 Solo Performance Examination (October): 35 percent.
- November Written Examination: 25 percent.

Economics

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

Unit 1 (EC011) *The behaviour of consumers and businesses*

Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

Unit 2 (EC022) *Contemporary economic issues*

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.

Unit 3 (EC033) *Australia's economic prosperity*

In this unit students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards.

Unit 4 (EC034) *Managing the economy*

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

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement

Units 3 and 4: Percentage contributions to the study score in VCE Economics are as follows:

- Unit 3 School-Assessed Coursework: 25 percent.
- Unit 4 School-Assessed Coursework: 25 percent.
- End-of-Year Examination: 50 percent.

English

VCE English focuses on how English language is used to create meaning in written, spoken and visual texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

The study of English contributes to the development of individuals able to read and write, and capable of critical and creative thinking, appreciation of texts and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from today and from the past, and using texts from Australia and from other cultures, students studying English aim to become confident, expressive and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community. This study will build on the learning established through years 7-10 English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Unit 1 (EN011)

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and visual texts. Students also focus on the analysis and construction of texts that attempt to influence an audience. This includes an oral presentation.

Unit 2 (EN012)

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

Unit 3 (EN013)

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. Students read and respond to texts analytically and creatively. They also analyse arguments and the use of persuasive language in texts.

Unit 4 (EN014)

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences. They also create an oral presentation intended to position audiences about an issue currently debated in the media.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Unit 3 and 4: Percentage contributions to the study score in VCE English are as follows:

- Unit 3 School-Assessed Coursework: 25 percent.
- Unit 4 School-Assessed Coursework: 25 percent.
- November Written Examination: 50 percent.

English Language

This subject has benchmark for selection. Please refer to page 20 for benchmark requirements.

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify, and the society we live in. English Language builds on students' previous learning about the ways speakers and writers of English use their language. Based on the study of 'linguistics', it provides students with tools to understand and analyse language use, variation and change. Students studying English Language understand that uses and interpretations of language are complex, rather than being a series of fixed ways of expressing yourself. Students come to understand how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and challenge attitudes and assumptions, and to create and disrupt a united society.

The study of English Language enables students to understand the structures, features and discussions of written and spoken texts. It promotes deconstruction of language in use. It enables students to further develop and refine their own skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades or social groups.

Unit 1 (EL011) *Language and Communication*

In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the ways we communicate and the impact of world and experiences on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition.

Unit 2 (EL012) *Language Change*

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how language is affected by change. Attitudes to language change vary considerably and these are also considered.

In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. Students consider the cultural repercussions of the spread of English.

Unit 3 (EL013) *Language Variation and Social Purpose*

In this unit students investigate English language in today's Australian social settings. They consider language as a way of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Students consider how texts are influenced by the situations in which they occur. They learn how language can demonstrate relationships, power structures and purpose through certain language choices.

Unit 4 (EL014) *Language Variation and Identity*

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in today's Australian society, including national, regional, cultural and social differences. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents. Students explore how our sense of identity is created in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Unit 3 and 4: Percentage contributions to the study score in VCE English Language are as follows:

- Unit 3 School-Assessed Coursework: 25 percent.
- Unit 4 School-Assessed Coursework: 25 percent.
- November Written Examination: 50 percent.

Food Studies

Food Studies explores the many aspects of food with the aim to extend food knowledge and skills through interactive theory and practical lesson. Food Studies provides students with the knowledge to make informed and confident food selection and food preparation choices. The practical work is essential to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

Unit 1 (FY011) Food origins

Students investigate the origins and roles of food through time and across the world. Students explore how food has been sourced in the past and how this has changed overtime, from hunter-gatherer communities to agriculture, farming and the global food trade that we see today.

Unit 2 (FY022) Food Makers

Students focus on food production in Australia, including all aspects from paddock to plate. They will use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They will extend their practical skills through designing and adapting recipes to meet the needs of various dietary requirements. Students will investigate how their food knowledge can be used to move their products from a small-scale kitchen into commercial production.

Unit 3 (FY033) Food in daily life

This unit investigates the many roles and everyday influences of food. Students investigate the appreciation of food and the biology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific research behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. They focus on how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Unit 4 (FY044) Food issues, challenges and futures

In this unit students examine the global and Australian food systems. Investigations include how to support sustainable food futures with a focus on the environment, ethics, farming practices, the application of technologies, challenges to food insecurity, food waste and use of resources. The practical component of this unit provides students with opportunities to apply their knowledge to environmental and ethical food issues, food labelling, and to extend their food production skills to reflect the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Food Studies are as follows:

- Unit 3 School-Assessed Coursework: 30 percent.
- Unit 4 School-Assessed Coursework: 30 percent.
- End of Year Examination: 40 percent.

Geography

The purpose of this study is to develop in students an ability to see meaning in the arrangement of natural and human phenomena in space; to see and understand the interrelationships between people, places and environments; and to use geographic skills and apply spatial perspectives to describe and interpret patterns on the surface of the Earth and the processes that created them.

This study investigates a diversity of themes, environments and places at different scales (local, regional, national, international and global) and in different contexts, particularly in Australia. It explores the patterns and processes of physical geography and their interaction with aspects of human geography.

Unit 1 ((GE01)

Natural environments

This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth's surface. It investigates how the interactions between natural processes and human activities can also change natural environments.

Unit 2 (GE02)

Human environments

This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Rural and urban environments are significant because they are the locations where people live. Their presence creates settlements which vary in size and complexity from individual farm houses to small villages, regional towns, large metropolitan cities and mega cities.

Unit 3 (GE03)

Regional resources

This unit investigates the characteristics of resources and the concept of region. Resources found within regions mean different things to different people over place and time. A study of resources is about the processes and relationships operating in the past, in the present, and those which will operate in the future. The use and management of resources is dynamic and changes spatially over time in response to the interactions between human activities, natural processes and the legislative processes that humans put into place.

Unit 4 (GE04):

Global perspectives

This unit investigates the geographic characteristics of global phenomena and responses to them. Global phenomena are major natural or human events, processes or activities. Such phenomena are distributed globally and possess the capacity to affect the globe or significant parts of the globe and require more than a local or national response.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Geography are as follows:

- Unit 3 School-Assessed Coursework: 25 percent.
- Unit 4 School-Assessed Coursework: 25 percent.
- End of Year Examination: 50 percent.

Australian and Global Politics

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them.

Unit 1 (POL11)

The national citizen

In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action.

Unit 2 (POL22)

The global citizen

This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the 'global citizen'. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

Unit 3 (POL33)

Global actors

In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

Unit 4 (POL34)

Global challenges

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Units 3 and 4: Percentage contributions to the study score in VCE History Revolutions are as follows:

- Unit 3 School-Assessed Coursework: 25 percent.
- Unit 4 School-Assessed Coursework: 25 percent.
- Written Examination: 50 percent.

Health and Human Development

This subject has benchmark for selection. Please refer to page 20 for benchmark requirements.

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. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges. VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Unit 1 (HH011) *Understanding Health & Wellbeing*

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2 (HH022) *Managing Health and Development*

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3 (HH033) *Australia's Health in a Globalised World*

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

Unit 4 (HH034) *Health and Human Development in a Global Context*

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

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Health and Human Development are as follows:

- Unit 3 School Assessed Coursework: 25 percent.
- Unit 4 School Assessed Coursework: 25 percent.
- End of Year Examination: 50 percent.

Twentieth Century History

This subject has benchmark for selection. Please refer to page 20 for benchmark requirements.

Unit 1 (HI031)

Twentieth century history 1918- 1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Unit 2 (HI042)

Twentieth century 1945 - 2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Unit 3 & 4 History Revolutions

This subject has benchmark for selection. Please refer to page 20 for benchmark requirements.

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

Unit 3 (HI133) The French Revolution

Area of Study 1 – Causes of revolution

Area of Study 2 – Consequences of revolution

Unit 4 (HI134) The Russian Revolution

Area of Study 1 – Causes of revolution

Area of Study 2 - Consequences of revolution

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Units 3 and 4: Percentage contributions to the study score in VCE History Revolutions are as follows:

- Unit 3 School-Assessed Coursework: 25 percent.
- Unit 4 School-Assessed Coursework: 25 percent.
- November Written Examination: 50 percent.

Italian

This subject has benchmark for selection. Please refer to page 20 for benchmark requirements.

The study of Italian provides students with the ability to understand and use a language that is spoken in Italy, a number of countries in the European Union, as well as across the world. It provides students with a direct means of access to the rich and varied cultures of the many communities around the world for whom Italian is a means of communication. Students are able to engage with Italian-speaking communities in Australia and internationally in a variety of endeavours, such as tourism, hospitality, and the arts.

The study of Italian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning a language enhances critical and creative thinking. It enables students to:

- communicate with others in Italian in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which Italian is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

Unit 1 (LO141)

In this unit, students develop their language skills through the study of different topics about “The Individual”, “The Italian Speaking Community” and “The World Around Us”. Students develop skills and knowledge to speak, read, listen and view texts in Italian, summarise, interpret information from different texts, recount and narrate in the language.

Unit 2 (LO142)

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics about “The Individual”, “The Italian Speaking Community” and “The World Around Us”. Students consolidate and extend vocabulary, grammar knowledge and language skills.

Units 3 (LO143)

In this unit students investigate the way Italian speakers interpret and express ideas, and negotiate and persuade in Italian through the study of three topics about “The Individual”, “The Italian Speaking Community” and “The World Around Us”.

Unit 4 (LO144)

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Italian. Students use persuasive skills to express opinions. Students will complete an in-depth study of one of these topics in preparation for the Oral Examination.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Italian are as follows:

- Unit 3 School-Assessed Coursework: 25 percent.
- Unit 4 School-Assessed Coursework: 25 percent.
- October Oral and November Written Examinations: 50 percent.

Languages at the VSL

Other languages may be studied through the Victorian School of Languages. The VSL is a specialist government school that allows you to study the language of your choice outside of regular school hours. All studies undertaken at the VSL count towards your VCE studies, including languages such as Chinese, German, Italian, Japanese, Modern Greek and Spanish. If students enroll in VSL courses, they should indicate this on their subject selection form.

Legal Studies

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian Society.

Unit 1 (LS011)

Guilt and liability

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

Unit 2 (LS022)

Sanctions, remedies and rights

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 3 (LS033)

Rights and justice

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

Unit 4 (LS034)

The people and the law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Unit 3 and 4: Percentage contributions to the study score in VCE Legal Studies are as follows:

- Unit 3 School-Assessed Coursework: 25 percent.
- Unit 4 School-Assessed Coursework: 25 percent.
- November Written Examination: 50 percent.

Literature

This subject has benchmark for selection. Please refer to page 20 for benchmark requirements.

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques work within a text. VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of the human experience. Students examine the evolving nature of texts, the changing contexts in which they were produced and discuss the idea of “literary value”. They develop an understanding and appreciation of literature, and an ability to reflect critically on it.

The study of Literature enables students to consider the power and complexity of language and how texts are constructed. They develop their ability to read and interpret texts and consider the interpretations of others. They also explore the idea that there are multiple readings of texts and that the nature of language and text can change depending on our experiences. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and discuss their views through creative and analytical responses.

Unit 1 (LI011) Approaches to Literature

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

Unit 2 (LI012) Context and Connections

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

Unit 3 (LI013) Form and Transformation

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

Unit 4 (LI014) Interpreting Texts

In this unit students develop critical and analytical responses to texts. They consider their own responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis, as well as the views of others.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Literature are as follows:

- Unit 3 School-Assessed Coursework: 25 percent.
- Unit 4 School-Assessed Coursework: 25 percent.
- November Written Examination: 50 percent.

Foundation Mathematics Units 1 & 2

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics. There is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

Unit 1 (MA101)

In this unit, students will apply the use of integers, decimals, fractions, ratios, proportions, percentages and rates to solve practical problems. They will use and interpret formulas and algebraic expressions to describe relationships between variables and to model patterns that exist in everyday contexts. Procedures for the solution of expressions and equations will be discussed and used to solve problems including predicting a required quantity or finding a 'break-even' point. Students will apply and use metric units and measures, including derived measures. They will apply procedures for the solution of personal, societal and workplace problems involving metric measurement with consideration of error, required accuracy and tolerances. They will interpret and use time and duration including time and date specifications, conventions, schedules, timetables and time zones.

Unit 2 (MA102)

In this unit, students will investigate how to interpret and use plans, elevations, maps, models and diagrams. They will investigate geometric conventions and properties of shapes and objects, the application and use of similarity and symmetry and the processes involved in the enlargement and reduction of diagrams and models. The interpretation and use of location, distance, direction and scale on diagrams, maps and plans will be discussed in regards to their use in practical situations. Students will study the application of Pythagoras' theorem in practical situations involving right-angled triangles. They will cover the processes involved in the collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts. Students will interpret diagrams, charts, tables and graphs and use measures of averages and spread to summarise, interpret and compare data sets.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

General Mathematics (Further) Units 1 & 2 and Further Mathematics Units 3 & 4

This subject has benchmark for selection. Please refer to page 20 for benchmark requirements.

Unit 1 (MA071)

In this unit, students will cover representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation. This will involve students investigating and comparing data distributions and investigating the relationships between two numerical variables. They will cover continuous models involving linear relations and their graphs and construct linear model to represent practical situations. The representation and manipulation of linear relations and equations will be investigating including simultaneous linear equations, and their applications in a range of contexts. Students will cover mental, by-hand and technology assisted computation with rational numbers and practical arithmetic.

Unit 2 (MA072)

In this unit, students will cover financial arithmetic including investigating percentage increase and decrease applied to various financial contexts and applications of simple and compound interest. They will cover shape, measurement and Pythagoras' theorem and their applications to formulating and solving problems involving length, area and surface area, volume and capacity, and similarity and the application of linear scale factors to measurement. Students will investigate matrices, graphs and networks and their use to model practical situations and solve a range of related problems.

Unit 3 (MA073)

In this unit, students will undertake the study of 'Data Analysis', including investigating data distributions, associations between two variables as well as investigating and modelling linear associations and time series data. They will also cover the topic of 'Recursion and financial modelling' which will see them investigate the use of first-order linear recurrence relations and technology to model and analyse a range of financial situations, and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Unit 4 (MA074)

In this unit, students will undertake the study of the 'Matrices' module which will cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems. Students will also cover the 'Networks and Decision Mathematics' module which will cover the definition and representation of different kinds of undirected and directed graphs, Eulerian trails and circuits, bridges, Hamiltonian paths and cycles, and the use of networks

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Further Mathematics are as follows:

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 14%
- End-of-year Examination 1: 33%
- End-of-year Examination 2: 33%

Mathematical Methods

This subject has benchmark for selection. Please refer to page 21 for benchmark requirements.

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. It is also a prerequisite for any student considering undertaking Specialist Mathematics Units 1 and 2. Mathematical Methods Units 3 and 4 extends 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. The appropriate use of technology, including but not limited to computer algebra system (CAS) technology, will be incorporated throughout these units to assist in the development of mathematical ideas and concepts.

Unit 1 (MA111)

In this unit, students will cover the graphical representation of polynomial and power functions of a single real variable and the key features of functions and their graphs such as axis intercepts, domain, co-domain and range, stationary points, asymptotic behavior and symmetry. The behavior of functions and their graphs will be explored in a variety of modelling contexts and theoretical investigations. There is a focus on the algebra of polynomial functions of low degree and transformations of the plane. Students will cover constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rate of change. The concepts of event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams, Karnaugh maps, tables and tree diagrams will be covered. This will include the consideration of impossible, certain, complementary, mutually exclusive, conditional and independent events involving one, two or three events, including the rules for computation of probabilities for compound events.

Unit 2 (MA112)

In this unit, students will cover the graphical representation of functions and the key features of graphs of sine, cosine, tangent, exponential and logarithmic functions such as axis intercepts, domain, co-domain and range, asymptotic behavior, periodicity and symmetry. There is a focus on the algebra of some simple transcendental functions and transformations of the plane, as well as the study of additional algebra material including numerical approximation of roots of cubic polynomial functions using Newton's method. Students will cover first principles approach to differentiation, differentiation and antidifferentiation of polynomial functions and power functions by rule, and related applications including the analysis of graphs. Introductory counting principles and techniques and their application to probability and the law of total probability in the case of two events will be discussed and investigated.

Unit 3 (MA113)

In this unit, students cover transformations of the plane and key features of elementary functions and their graphs. The behavior of these functions and their graphs will also be linked to applications in practical situations. Students will cover the algebra of functions and study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Graphical and numerical approaches for problems involving equations where exact value solutions are not required or which are not solvable by other methods will be investigated. Students will be introduced to the graphical treatment of limits, continuity and differentiability of functions and differentiation of these functions whilst linking these processes to application in practical situations.

Unit 4 (MA114)

In this unit, students will continue with the study of calculus, in particular with the anti-differentiation and integration of functions of a single real variable and be introduced to their application of practical situations. They will cover discrete and continuous random variables, their representation using tables, probability functions; the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a give probability distribution.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Mathematical Methods are as follows:

- Unit 3 School-assessed Coursework: 17%
- Unit 4 School-assessed Coursework: 17%
- End-of-year Examination 1: 22%
- End-of-year Examination 2: 44%

Specialist Mathematics

This subject has benchmark for selection. Please refer to page 21 for benchmark requirements.

Specialist Mathematics Units 1 and 2 is highly recommended for those students who wish to study Specialist Mathematics Units 3 and 4. Students must also be studying Mathematical Methods Units 1 and 2 concurrently with this course. Enrolment in Specialist Mathematics Units 3 and 4 assumes a concurrent enrolment in, or previous completion of, Mathematical Methods Units 3 and 4. A large proportion of the material studied in Mathematical Methods 3 and 4 will be assumed knowledge for Specialist Mathematics Units 3 and 4.

Unit 1 (MA091)

Students will undertake an investigation of the definitions and properties of natural, rational and complex numbers and employ proofs by mathematical induction. They will discuss sequences and series including the use of technology to generate them and their graphs including arithmetic and geometric sequences. Reciprocal functions, locus definitions and constructions of lines, parabolas, circles, ellipses and hyperbolas will be investigated and students will also cover Cartesian, polar and parametric forms and their corresponding graphs. Linear transformations of the plane will be discussed including the use of matrix multiplication to obtain mathematical results. Students will be introduced to and apply trigonometric identities including the Pythagorean identity; the angle sum, difference and double angle identities. Matrices will also be used to model situations and solve a range of problems including solving a system of simultaneous linear equations.

Unit 2 (MA092)

Students will cover vectors in the plane which will include the representation of vectors as directed line segments, with specific examples involving position, displacement and velocity. They will also be introduced to vector algebra and the application of vectors to geometric proofs, orienteering, navigation and statics. Students will investigate geometry in the plane and proof which includes proofs of circle theorems, congruence of triangles and the sine and cosine rules as well as their applications. The topic of kinematics will be discussed and will include modelling and analysis of rectilinear motion under constant acceleration, including the use of the constant acceleration formulas. They will also undertake the study of statistics which includes simulations, sampling and sampling distributions including the introduction to random variables for discrete distributions.

Unit 3 (MA093)

Students will cover inverse circular functions, reciprocal functions, rational functions and other simple quotient functions, the absolute value function, graphical representations of these functions, and the analysis of key features of their graphs. They will investigate the expression of simple rational functions as a sum of partial fractions; the arithmetic and algebra of complex numbers, including polar form; points and curves in the complex plane; introduction to factorisation of polynomial functions over the complex field; and an informal treatment of the fundamental theorem of algebra. They will cover advanced calculus techniques for analytic and numeric differentiation of a range of functions and their application in a variety of theoretical and practical situations including curve sketching and differential equations. Students will cover the arithmetic and algebra of vectors, linear dependence and independence of a set of vectors and proof of geometric results using vectors.

Unit 4 (MA094)

Students will cover advanced calculus techniques for analytic and numeric integration of a range of functions and their application in a variety of theoretical and practical situations, including area and volume and kinematics. They will investigate vector representation of curves in the plane and vector kinematics in one and two dimensions. Newtonian mechanics will be introduced, for both constant and variable acceleration, and will include the study of equations of motion. They will cover statistical inference related to the definition and distribution of sample means, simulations and confidence intervals for means and will include the investigation of hypothesis testing for a population mean.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Specialist Mathematics are as follows:

- Unit 3 School-assessed Coursework: 17%
- Unit 4 School-assessed Coursework: 17%
- End-of-year Examination 1: 22%
- End-of-year Examination 2: 44%

Media

Media has a significant impact on people's lives. It entertains, educates, informs and provides channels of communication. The media not only comments on culture, it reflects the society which creates them. Through a combination of practical and analytical learning, students develop an understanding of how and why the media can have such impacts on audiences. The study of media includes media forms such as the film, TV, press, radio, and photography, and media processes such as publishing, advertising, news production, and popular culture.

Unit 1 (ME011) *Representations, Media Forms & Australian Stories*

Students develop an understanding of media audiences and the core concepts underpinning the construction of meaning in a range of different media forms such as film, television, print and photography. They explore how media techniques, known as codes and conventions are used to construct meaning for audiences to engage with and read. Students then put in to practice their own practical skills by using their understanding to create media products as well. In addition, students also explore the features and impact of Australian fictional and non fictional narratives in different media forms.

Unit 2 (ME022) *Narrative Across Media Forms*

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. Students explore the way in which media producers use codes and conventions to implement a range of types of narrative, style and genre. Students also look at the continually evolving media landscape and how new technologies have changed the way audiences engage, consume, read and distribute the media.

Unit 3 (ME033) *Media Narratives and Pre-Production*

Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products. In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Students also use the pre-production process to develop and plan a media production of their choosing. Investigation a media form that aligns with their interests, they investigate, explore and experiment with media production skills and process to provide a visual and written plan for a media product that has an intended audience.

Unit 4 (ME034) *Media Production and Issues in the Media*

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students also look at the dynamic and changing relationship between media and audience. Through looking at real examples and case studies, students develop an understanding of the level of influence media and audience have over each other as well as the impacts and rationale of media regulation.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of Achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Media are as follows:

- Unit 3/4 School-Assessed Coursework: 20 percent.
- School-Assessed Task (Folio): 40 percent.
- November Written Examination: 40 percent.

Outdoor and Environmental Studies

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature.

Outdoor and Environmental Studies enables students to critically analyse these different relationships, effects and issues, providing the knowledge and skills to participate in and contribute to contemporary society. Outdoor and Environmental Studies offers students a range of pathways including further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

Unit 1 (OS011) Motivations for Outdoor Experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2 (OS022) Discovering Outdoor Environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

Unit 3 (OS033) Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

Unit 4 (OS034) Sustainable Outdoor Relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Health and Human Development are as follows:

- Unit 3 School Assessed Coursework: 25 percent.
- Unit 4 School Assessed Coursework: 25 percent.
- End of Year Examination: 50 percent.

Physical Education

This subject has benchmark for selection. Please refer to page 21 for benchmark requirements.

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. The study prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Unit 1 (PE011) *The Human Body in Motion*

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2 (PE022) *Physical Activity, Sport and Society*

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Unit 3 (PE033) *Movement Skills and Energy for Physical Activity*

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4 (PE034) *Training to Improve Performance*

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

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Physical Education are as follows:

- Unit 3 School Assessed Coursework: 25 percent.
- Unit 4 School Assessed Coursework: 25 percent.
- End of Year Examination: 50 percent.

Physics

This subject has benchmark for selection. Please refer to page 21 for benchmark requirements.

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. VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries.

Unit 1 (PH011) *What ideas explain the physical world?*

In this unit, students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world in terms of kinetic energy and thermal energy. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Unit 2 (PH022) *What do experiments reveal about the physical world?*

In this unit, students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Unit 3 (PH033) *How do fields explain motion and electricity?*

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Unit 4 (PH034) *How can two contradictory models explain both light and matter?*

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students design and undertake investigations involving at least two continuous independent variables.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Physics are as follows:

- Unit 3 School-Assessed Coursework: 21 percent.
- Unit 4 School-Assessed Coursework: 19 percent.
- End-of -Year Examination: 60 percent.

Product Design and Technology (Wood)

Product design is part of people's responses to changing needs to improve quality of life by designing and creating products. Product design is enhanced through knowledge of social, technological, economic, historic, ethical, legal, environmental and cultural factors.

Unit 1 (DT011) Sustainable redevelopment of a product

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used in relation to sustainability. The redeveloped product must be significantly different from the original product. Prior to construction of the redeveloped product, students develop visualisations (concept sketches, drawings and/or mock-ups), presentation drawings of the design options and working drawings of their preferred option. Students develop practical skills and implement their risk management for the use of tools, equipment, machines, and materials. They record and reflect on their progress.

Unit 2 (DT022) Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Unit 3 (DT033) Applying the product design process

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of factors. These factors include the purpose, function and context of the product; human-centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Unit 4 (DT034) Product development in the industry

In this unit students focus on the factors, processes and systems that influence the design and development of products within industrial settings. Students explore specific cases and the reasons why design and innovation are integral to value-adding to products. They also examine how companies react to market demands and technological developments. Students look at the role of market research in determining end-user/s' needs in relation to sustainability.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Product Design and Technology are as follows:

- Unit 3 & 4 School-Assessed Coursework: 20 percent.
- Unit 3 & 4 School-Assessed Task: 50 percent
- End of Year Examination: 30 percent.

Psychology

This subject has benchmark for selection. Please refer to page 21 for benchmark requirements.

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. VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries.

Unit 1 (PY011) *How are behaviour and mental processes shaped?*

In this unit, students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2 (PY022) *How do external factors influence behaviour and mental processes?*

In this unit, students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Unit 3 (PY033) *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. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4 (PY034) *How is wellbeing developed and maintained?*

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Psychology are as follows:

- Unit 3 School-Assessed Coursework: 16 percent.
- Unit 4 School-Assessed Coursework: 24 percent.
- End-of-Year Examination: 60 percent.

Religion & Society

In VCE Religion and Society, students undertake a general study of religion and its interaction with society in the past and the present. They study specific religious traditions or denominations in societies where multiple worldviews coexist and consider individual experiences of members as they engage with their religion. This study respects and encourages an open and objective inquiry, without partiality towards any one religion.

Unit 1 (RE011) *The role of religion in society*

In this unit students explore the origins of religion and its role in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas and religious traditions broadly and in the Australian society, in which they live.

Unit 2 (RE022) *Religion and ethics*

Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories. In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

Unit 3 (RE033) *The search for meaning*

In this unit students study the purposes of religion generally, and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

Unit 4 (RE034) *Religion, challenge and change*

In this unit students explore the challenge for religious traditions generally over time and then undertake a study of challenge and change for one or more than one religious tradition or denomination. Religious tradition/s or denomination/s are to be selected from one or more than one of the following: Buddhism, Christianity, Hinduism, Islam, Judaism.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Religion and Society are as follows:

- Unit 3 School Assessed Coursework: 25 percent.
- Unit 4 School Assessed Coursework: 25 percent.
- End of Year Examination: 50 percent.

Systems Engineering

This study involves the design, creation, operation and evaluation of integrated systems. Vital to Systems Engineering is the identification and application of systems goals, the development of alternative system designs, trial and error, design trade-offs, selection and implementation of the best design, testing and verifying that the system is well built, and evaluating how well the completed system meets the intended goals.

Unit 1 (SE011) Introduction to mechanical systems

This unit focuses on engineering basics focusing on the principles and structures that are required to operate mechanical devices. Students apply their knowledge to design, construct, test and evaluate operational systems. The focus of the system should be mechanical; however, it may include some electronic components. The constructed operational systems demonstrate selected theoretical principles studied in this unit.

Unit 2 (SE022) Introduction to electrotechnology systems

Students study electrotechnology engineering principles. While conducting research and producing technical reports, students apply their knowledge of Systems Engineering Process to produce operational systems that may also include mechanical components. Students study applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied to define and explain electrical characteristics of circuits.

Unit 3 (SE033) Integrated systems engineering and energy

In this unit students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Through the application of their knowledge, students design and plan an operational, mechanical-electrotechnology integrated and controlled system. Students begin work on the design, planning and construction of one controlled integrated system. Students manage the project throughout the Systems Engineering Process, taking into consideration the factors that will influence the design, planning, production and use of their integrated system.

Unit 4 (SE034) Systems control and new and emerging technologies

In this unit students complete the production work, test and evaluate the controlled system they designed in Unit 3. Students investigate new and emerging technologies and consider reasons for their development. They use project and risk management methods through the construction of the system and use a range of materials, tools, equipment, and components.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Systems Engineering are as follows:

- Unit 3 & 4 School-Assessed Coursework: 20 percent.
- Unit 3 & 4 School-Assessed Task: 50 percent.
- End of Year Examination: 30 percent.

Texts and Traditions

The study of VCE Texts and Traditions considers the place and meaning of sacred texts within their religious traditions. In an attempt to understand the intended meaning of the texts the study focuses on the original contexts of sacred texts and examines their literary characteristics. The study encompasses texts from the Christian, Islamic and Jewish traditions. A range of methods exists for interpreting sacred texts and exploring their intended meaning. VCE Texts and Traditions focuses on sociocultural, historical and literary methods of criticism. The process of searching for, and giving expression to, the meaning of sacred text is called exegesis.

Unit 1 (TT011)* Texts in traditions

In this unit students examine the place of texts and their literary forms within a religious tradition. Storytelling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. Students explore the importance of texts at the source of a tradition and how their meaning for the earlier and continuing tradition might be found and described.

* This unit is compulsory for all Year 11 VCE students.

Unit 2 (TT022)# Texts in society

In this unit students study texts as a means of investigating social attitudes on issues such as justice, care for the environment, racism and gender roles. Therefore, the texts selected for study should be potential sources of ideas about these or other issues in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, cultural, religious and political institutions, works, attitudes and values.

This unit is compulsory for all Year 12 VCE students.

Unit 3 (TT033) Texts and the early tradition

The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition. In this unit students explore the society and culture from which the tradition being studied was formed. They seek an understanding of the historical background that gave shape and content to the texts themselves.

Unit 4 (TT034) Texts and their teachings

In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth. Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. In this unit students study a significant idea, belief or theme contained within a set text, and consider the interpretation of the text in the light of the idea, belief or theme.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Texts and Traditions are as follows:

- Unit 3 School Assessed Coursework: 25 percent.
- Unit 4 School Assessed Coursework: 25 percent.
- End of Year Examination: 50 percent.

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 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.

Unit 1 (VC011) Visual Communication

The 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 design process.

Unit 2 (VC022) Communication In Context

The 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 design process will be applied by modifying existing final presentations for specified audiences.

Unit 3 (VC033) Visual Communication Practices

The purpose of this unit is to enable students to apply the design 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. They will also define two communication needs in a design brief and conduct research and generate ideas related to those needs.

Unit 4 (VC034) Designing To A Brief

The purpose of this unit is to enable students to produce developmental work and two final presentations based on the brief.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Visual Communication and Design are as follows:

- Unit 3/4 School-Assessed Coursework: 33 percent.
- School-Assessed Task: 33 percent.
- November Written Examination: 34 percent.

VCAL Course Components

Please be advised that as of 2023, the VCAL senior qualification will form part of a VCE qualification with a vocational pathway. Further information will be provided in future Handbooks.

The VCAL aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education. VCAL allows students to undertake an accredited pathway, a tailored program to suit students' interests, personal development and the development of work related and industry specific skills. These principles are within the context of applied learning. In the VCAL, these principles are shown through the development of knowledge and employability skills that help prepare students for work and for participation in a broader society. Students will also develop knowledge and skills that assists them to make informed vocational choices and facilitate pathways to further learning and employment.

The VCAL is accredited at three levels:

- Victorian Certificate of Applied Learning (Foundation)
- Victorian Certificate of Applied Learning (Intermediate)
- Victorian Certificate of Applied Learning (Senior)

Foundation level - at this level the focus is on basic and preparatory knowledge and employability skills. There is also a strong emphasis on literacy and numeracy skills.

Intermediate level - at this level, the focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills.

Senior level - at this level the focus is on knowledge and employability skills that lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership. The demonstration of knowledge and skills that apply directly to the workplace or further training is also important.

The core VCAL subjects

Literacy

The purpose of the VCAL Literacy Skills units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- Family and social life
- Workplace and institutional settings
- Education and training contexts
- Community and civic life

Literacy is broken down into four domains: reading, writing, speaking and listening.

Numeracy

VCAL Numeracy Skills units develop skills that takes place within social contexts and for social purpose.

Like the Literacy Skills units, the purpose of the Numeracy Skills units is to develop skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- Family and social life
- Workplace and institutional settings
- Education and training contexts
- Community and civic life

Numeracy and mathematics are used in all these social contexts.

Personal Development Skills (PDS)

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

- The development of self
- Social responsibility
- Building community
- Civic and civil responsibility, e.g. volunteering and working for the benefit of others
- Improved self-confidence and self-esteem
- Valuing civic participation in a democratic society

Work Related Skills (WRS)

The purpose of the Work Related Skills (WRS) strand is to develop employability skills, knowledge and attributes valued within the community and work environments as a preparation for employment.

The Work Related Skills units are designed to:

- Integrate learning about work skills with prior knowledge and experiences
- Enhance the development of employability skills through work related contexts
- Develop critical thinking skills that apply to problem solving in work contexts
- Develop planning and work related organisational skills
- Develop OHS awareness
- Develop and apply transferable skills for work related contexts

Journey in Faith

Intermediate level

Students will be developing a deeper understanding of what faith and spirituality means to them by recognising their uniqueness. They will also be identifying their personal qualities and abilities in order to help them become the best person they can be today's society. Furthermore, students will be exploring Catholic Social Teaching principles and connecting these ideas to workplace and industry as well as the broader community.

Senior

Students will continue to develop a deeper understanding of what faith and spirituality means to them by building on the Personhood Unit studied in Intermediate VCAL Religion. They will also look at the different ways you can answer the call to live out the Gospel in this ever-changing world. In addition to this, they will be working towards giving back to the school community in various projects.

Assessment of VCAL

Kolbe Catholic College coordinates the assessment and collection of results for all curriculum components in a VCAL program. The satisfactory completion of curriculum components must be in accordance with the assessment guidelines from the Victorian Curriculum and Assessment Authority (VCAA). The following are answers to commonly asked questions.

What is the purpose of assessment?

A VCAL unit contains accredited learning outcomes that are generic and enable content to be developed to suit the individual needs of students as per the following example.

PDS Unit 1 Foundation – Plan and organise a simple activity.

The purpose of assessment is to assess a student's achievement of learning outcomes by collecting evidence about the performance of learners and making a judgment about whether they have met the requirements of the learning outcomes.

What is evidence?

Evidence is anything that supports the assessor's claim that a student has achieved a learning outcome including the elements. Evidence can be the following:

- | | |
|---------------|---|
| Direct | <ul style="list-style-type: none">• Observation of performance• Video of performance• Product |
| Indirect | <ul style="list-style-type: none">• Simulation• Role play• Case study analysis |
| Supplementary | <ul style="list-style-type: none">• Written or oral questions• Feedback from a third party |

Successful Completion of VCAL

The successful completion of each level of VCAL is achieved through the satisfactorily demonstrating each of the learning outcomes for the four core subjects of the certificate (Literacy, Numeracy, Personal Development Skills and Work Related Skills) along with fulfilling the specific requirements for the VET course undertaken, the Structured Work Placement and the College Religious Education Program.

Number of Learning Outcomes completed at each VCAL level

Foundation

- | | |
|-------------------------------|----------------------|
| • Literacy | 12 Learning Outcomes |
| • Numeracy | 6 Learning Outcomes |
| • Personal Development Skills | 10 Learning Outcomes |
| • Work Related Skills | 12 Learning Outcomes |

Intermediate

- | | |
|-------------------------------|----------------------|
| • Literacy | 12 Learning Outcomes |
| • Numeracy | 6 Learning Outcomes |
| • Personal Development Skills | 10 Learning Outcomes |
| • Work Related Skills | 12 Learning Outcomes |

Senior

- | | |
|-------------------------------|----------------------|
| • Literacy | 12 Learning Outcomes |
| • Numeracy | 7 Learning Outcomes |
| • Personal Development Skills | 10 Learning Outcomes |
| • Work Related Skills | 15 Learning Outcomes |

VET and Structured Work Placement requirements

Completion of individual VET Units of Competency are based on the completion of a set number of hours as set out in the specific VCAA Study Design and/or Industry standards. Achievement of the Certificate is awarded upon completion of the set Units of Competency for that certificate.

Work Sphere Study Options

In selecting your two-year VCE or VCAL program, it is important for you to keep in mind what you may wish to pursue after you complete your VCE or VCAL. This is not always easy or straightforward for many students who are in Year 10 or 11, but it is something that should be addressed.

Several 'Study Options' are listed on the following pages which are designed to assist you to plan a program of study for your two years of VCE which may best suit your future plans, whether they be for employment or tertiary study. These proposed subject 'packages' should **only be seen as a guide** to your course planning. In no sense are they meant to replace the various consultations that must take place before you can make a wise choice of VCE or VCAL subjects. That process of consultation should include discussions with such people as your Subject Teachers, Pathways Program Teachers, Learning Advisor and parents. In addition, you need to make a detailed examination of the Victorian Tertiary Entrance Requirements (VICTERs) for 2023/2024. This will indicate to you which subjects are compulsory pre-requisites for particular courses of study and which are highly recommended or carry bonus marks.

You will notice that each 'Study Option' embraces a range of suggested subjects that could be undertaken in that area. For example, the Business Studies Option includes Accounting and Business Management. However, if you feel that you have a particular skill or interest in the area of Visual Communication and Design, you could substitute this subject for Business Management without any problem – i.e. there may well be some *flexibility* within the Study Option.

In every case, it is your responsibility to check your VICTER 2023 or 2024 if you plan to undertake tertiary study.

Victorian Tertiary Entrance Requirements (VICTERs) are available from:

VTAC
40 Park Street, South Melbourne 3205
Phone: 1300 364 133
www.vtac.edu.au

Business Studies Options

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

<i>Accounting</i>	<i>Business Administration</i>	<i>Banking and Finance</i>
<i>Human Resource Management</i>	<i>Marketing and Sales</i>	<i>Legal Studies</i>

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR BUSINESSs
Local Government Retailing Insurance Public Service Clothing Footwear Banking Clerical Real Estate Textiles	Banking and Finance Marketing Marketing/Japanese Travel and Tourism International Trade Hospitality Merchandising & Marketing Accounting Credit Management Business Advertising	Banking and Finance Applied Economics Business Administration Travel and Tourism Economics Marketing Retail Management Catering & Hotel Manage Law/Commerce International Trade Teaching

The current pre-requisite subjects for these courses can be found on the VTAC website.

Behavioural Science Options

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

<i>Community Services</i>	<i>Social Worker</i>	<i>Counselling / Welfare</i>
<i>Health Promotion</i>	<i>Psychology</i>	<i>Nursing</i>
<i>Occupational Health</i>	<i>Child Care</i>	<i>Criminology</i>

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
<i>Limited opportunity for entry after VCE</i>	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR ARTS BACHELOR BEHAVIOURAL SCIENCE BACHELOR BUSINESS
	Managing Social & Community Services. Residential & Community Services Child Care	Psychology Social & Behavioural Sciences Human Services

Community and Welfare Studies Options

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

<i>Social Work</i>	<i>Police Force</i>	<i>Interpreting</i>
<i>Youth Work</i>	<i>Psychology</i>	<i>Legal Studies</i>
<i>Primary Teaching</i>	<i>Welfare Studies</i>	<i>Religious Studies</i>

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR BUSINESS
Local Government Hospitality Public Administration Child care	Auslan Medical Laboratory Residential & Community Serv. Intellectual Disability Youth/Child Care Child Care Community Develop Community Justice Studies	Psychology Disability Studies Interpreting/Translation Language/Culture Studies Social Work Urban Studies Community Development General Family Studies Humanities Social Science Early Childhood Pastoral Studies Religion & Theological Studies

Electronic / Electrical Options

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

<i>Electrician</i>	<i>Engineer</i>	<i>Electrical Engineer</i>
<i>Electrical Mechanic</i>		

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR OF ENGINEERING BACHELOR APPLIED SCIENCE
Electrical Electronics Vehicle Aircraft Engineering	Engineering Electrical Electronics Aerospace Systems Audio/Visual Technology	Electrical Computer Systems Communication Electronics Computer Technology Aerospace Computer Science Maths & Computer Science Digital Technology Computing & Instrumentation Microprocessor Application Computing & Accounting

The current pre-requisite subjects for these courses can be found on the VTAC website

Graphic Design and Art Options

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

<i>Graphic Design</i>	<i>Interior Design</i>	<i>Finished Art</i>
<i>Printing</i>	<i>Art / Photography</i>	<i>Sign writing</i>
<i>Visual Merchandising</i>	<i>Fashion Design</i>	

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR OF ARTS
Sign writer Screen printer Painter/Decorator Silver Smithing / Jewellery Floristry Graphic Reproduction Printing Screen-printing	Applied Design Applied Photography Australian Art Fashion Ceramics Computer Aided Art & Design Graphic Art Illustration Design Studio Textiles Visual Arts Visual Merchandising Wood Design Interior Decoration & Design	Applied Art Graphic Design Art & Design Fashion Textile Design Interior Design Industrial Design Fine Art Architecture

The current pre-requisite subjects for these courses can be found on the VTAC website.

History

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

<i>Journalism</i>	<i>Local Government</i>	<i>Media Studies</i>
<i>Librarian</i>	<i>Languages Studies</i>	<i>Video Production</i>
<i>Law</i>	<i>Politics</i>	<i>Photography</i>

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS CADETSHIP ON JOB TRAINING	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR OF ARTS
Australian Public Service Commonwealth Statutory Auth Legal Office Local Government Travel Office Library Services Lighting Operator Newspaper/Publisher	Auslan Applied Language – Japanese Professional Writing & Editing Media Corporate Video Production	Asian Studies European Studies Education Language & Culture Studies Multicultural Studies Multidisciplinary Psychology Behavioural Science Social Science Family Studies Journalism Media Studies Teaching

The current pre-requisite subjects for these courses can be found on the VTAC website.

Information Technology Options

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

<i>Computer Programming</i>	<i>Computer Operator</i>	<i>Accounting</i>
<i>Data Processing</i>	<i>Management Communications</i>	

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR BUSINESS BACHELOR SOCIAL SCIENCE BACHELOR COMPUTING BACHELOR INFORMATION SYSTEM BACHELOR ARTS
Technology Traineeship Office Clerical Travel Officer	Technology Traineeship Office Clerical Travel Officer Scientific Computing Information Technology Automated Systems Technology-Computing	Information Systems Computing Accounting/Information Sys Information Management Digital Technology Inf. Management / Librarian Teaching

The current pre-requisite subjects for these courses can be found on the VTAC website.

Mathematics and Science / Engineering Options

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

<i>Environmental Science</i>	<i>Mathematics / Statistics</i>	<i>Chemistry</i>
<i>Technician / Tech Officer</i>	<i>Surveying</i>	<i>Physics</i>
<i>Biology</i>	<i>Veterinary Science</i>	<i>Fisheries & Wildlife</i>

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS APPRENTICESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR ENGINEERING BACHELOR SCIENCE BACHELOR APPLIED SCIENCE
Lab Assistant Tech Assistant Municipal Maintenance Water Operations Gas & Fuel Pipe Laying Fitting & Turning Welding Motor Mechanic Aircraft Maintenance Electrical/Electronic Mechanical Engineer	Mechanical/Manufacturing Electrical/Electronic Computer Systems Civil Engineering Audio Visual Technology Engineering/Aerospace Syst. Aviation Aeronautics Materials Engineering Laboratory Technology Resource Management Environ. Waste Management Plastics Wood & Fibre Animal Technology	Mechanical Marketing Civil Building Manufacturing Aerospace Environmental Municipal Industrial Electrical Maritime Optical

Medical and Health Science Options

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

<i>Nursing</i>	<i>Ambulance Services</i>	<i>Medical Services</i>
<i>Pharmacy</i>	<i>Medical Administration</i>	<i>Dentistry</i>
<i>Physiotherapy</i>	<i>Health Promotion</i>	

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	Bachelor Arts Bachelor Nursing Bachelor Applied Science - Human Movement Bachelor Health Science – Occupational Therapy Bachelor Physiotherapy Bachelor Disability Studies Bachelor Food Science & Nutrition Bachelor Health Studies Bachelor Sports Coaching & Admin. Bachelor Podiatry Bachelor Pharmacy Bachelor Medical Radiation
Nursing Assistant Ward Assistant	Applied Science: Medical Lab Applied Science: Biological Sci Applied Science: Chemical Sci Applied Science: Forensic Sci Recreation: Sports Coaching Myotherapy	

Media and Performing Arts Options

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

<i>Film</i>	<i>Television</i>	<i>Radio</i>
<i>Theatre Design</i>	<i>Graphics Media</i>	<i>Advertising</i>
<i>Newspapers and Magazine</i>	<i>Teaching Dance</i>	<i>Arts Administration</i>
<i>Public Relations</i>	<i>Journalism and Writing</i>	<i>Music Industry</i>
<i>Teaching</i>		

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS <i>Limited options exist for direct employment without Work Experience.</i>	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR ARTS
	Small Companies and Community Theatre Corporate Video Production Dance Instruction & Mgmt Theatre Technology Sound Production Media Photography	Media Media Arts Performance Studies Performing Arts Dance Film & Television

The current pre-requisite subjects for these courses can be found on the VTAC website.

Planning and Architecture Options

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

<i>Architecture</i>	<i>Building & Construction</i>	<i>Surveying</i>
<i>Urban Studies / Planning</i>	<i>Drafting</i>	

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
APPRENTICESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR ARTS
Boat Building Brick Laying Cabinet Making Furniture making Carpentry & Joinery	Architectural Drafting Building Construction Technology – Furniture Architecture Building Inspection	Visual Com Planning & Design Urban Studies Industrial Design Cartography Building Engineering Surveying Interior Design Town Planning

The current pre-requisite subjects for these courses can be found on the VTAC website.

Sport and Recreation Options

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

<i>Leisure and Recreation</i>	<i>Physical Education & Human Movement</i>	<i>Fitness</i>
<i>Sports Administration</i>	<i>Sports Psychology</i>	

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR ARTS BACHELOR OF SCIENCE BACHELOR OF BUSINESS
Sports Administration Hospitality Local Government Information technology AFL Traineeships Horticulture Retail Travel	Fitness Instruction Myotherapy Recreation Management Personal training Fitness Leadership	Recreation Urban Studies Physical Education Outdoor Education Youth Affairs General Human Movement Parks & Recreation Sports Management Sports Coaching Travel & Tourism Catering & Hotel Management

The current pre-requisite subjects for these courses can be found on the VTAC website.

Technology and Design Options

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

<i>Carpentry & Joinery</i>	<i>Pattern Making</i>	<i>Plumbing</i>
<i>Metal Founding</i>	<i>Building Construction</i>	<i>Technology Design</i>
<i>Furniture Design</i>	<i>Drafting</i>	

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
APPRENTICESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR ARTS
Carpentry & Joinery Boat Building Painting & Decorating Wood Machining Engineering Fabrication Motor Mechanic Metal Founding Plumbing Panel Beating Pattern Making	Building Construction Architectural Further Technology Design Industrial Design Drafting Technology Interior Design Manufacturing Technology	Computer Aided Art & Design Building Construction & Design Graphic Art & Illustration Screen Printing Design Wood Design

The current pre-requisite subjects for these courses can be found on the VTAC website.

Australian School Based Apprenticeships and Traineeships in the VCE or VCAL

The School Based Apprenticeships and Traineeships (SBAT) for Secondary School Students program is available to students 15 years of age or over. The program involves the student undertaking their VCE or VCAL as well as being employed and trained under the following arrangements:

- VCE or VCAL studies selected by student
- A training agreement registered with the Victorian Registration & Qualifications Authority (VRQA)
- A negotiated training program leading to a nationally recognised qualification
- Paid work under some form of industrial agreement that endorses part time Apprenticeships, such as a Federal Industrial Award, Australian Workplace Agreement (AW) or Certified Agreement (CA) School Based Traineeship programs generally provide the same contribution to the VCE as their related VET in the VCE programs
- SBATs aim to promote a more seamless transition from school to the world of work and/or further study
- Increase the options available to students, by broadening the range of ways in which students may participate in VET during their secondary schooling
- Provide students with the option of undertaking a broad range of subjects that meet their individual needs, enhance both employment and education opportunities for young people by developing partnerships between schools, and employers respond to the needs of industry by providing young people with greater and more relevant skills contribute to an appropriately skilled workforce for the modern economy
- Students undertaking SBATs are eligible for recognition of a number of units towards satisfactory completion of their VCE or VCAL, in addition to the VCE units or VCAL program undertaken at the school. An SBAT as part of a VCE or VCAL program comprises three main parts:
 - A VCE or VCAL program delivered by the school
 - A structured training program (commonly referred to as on and off the job training and distinct from general supervised practice) delivered in partnership between the
 - RTO and the employer
- Part time paid work – students working on average 11-15 hours per week
- Each SBAT can contribute to the ATAR score if completing VCE in the same way that VET in the VCE programs contribute

VCE Pathways Planner 2022 & 2023

This should be completed and brought to the Learning Advisor/Parent/Student Conferences and Pathways Consults in July/August 2018.

Kolbe Catholic College

VCE Planner 2022 -2023

Student Name:

Learning Group:

Learning Advisor:

Pathways Teacher:

Year	Semester	English Group Study 1	Study 2	Study 3	Study 4	Study 5	Study 6	Study 7 1 st Preference	Study 8 2 nd Preference
2022	1								
	2								
2023	3								
	4								

- Religious Education is compulsory. VCE Religion & Society Unit 2 will be studied across the whole year in Year 11 unless students select to undertake one of the VCE Unit 1 -4 Religious Education Sequences on offer.

Write down any questions that you need to ask.

VCAL Pathways Planner 2022 & 2023

This should be completed and brought to the Learning Advisor/Parent/Student Conferences and Pathways Consults in July/August 2018.

Kolbe Catholic College

VCAL Planner 2022 -2023

Student Name:

Learning Group:

Learning Advisor:

Pathways Teacher:

Year	Semester	Literacy strand Study 1	Numeracy strand Study 2	Personal Development Study 3	Work Related Skills Study 4	VET Study 4	SBAT Study 5
2022	1						
	2						
2023	3						
	4						

- *Religious Education is compulsory. VCAL students will complete a school based program across the whole year in both Year 11 and 12.*

Write down any questions that you need to ask.

.....

.....

.....

dare to go further and discover your future...

Learner Centred Learning



Learning Partnerships



Literacies for the World



Learning Experience, Environment & Engagement



Learning Practice



Kolbe Catholic College Greenvale Lakes
Lysterfield Drive, Greenvale Lakes VIC 3059
T: 03 8339 3060 / F: 03 8339 3059
Email: office@kolbecc.catholic.edu.au