

Senior Handbook

2024



VCE – VCE VM – VET

and the Workplace

Learner Centred Learning



Learning Partnerships



Literacies for the World



Learning Experience, Environment & Engagement



Learning Practice



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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), VCE VM (Victorian Certificate of Education – Vocational Major) 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-centered, 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 2026 Supplement*. The VTAC supplement, which will appear in the daily newspapers in July, lists all courses on offer through VICTER 2026 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 Year Level Leaders are available to discuss subject choices with parents and students.

Key Dates

- Senior Curriculum Booklet distributed: Thursday 16th June 2023
- Year 11 2023 Subject Expo website available: Thursday 16th June 2023
- Year 11 2024 Information Night: Wednesday 12th July 2023, 7.00pm
- Year 11 2024 Pathways Consults and Subject Selection Confirmation: Monday 24th July 2023

Best wishes to all of our senior students in 2023 and beyond. Strive for excellence. Be your best!

Mr Nick Scully
Principal

Victorian Certificate of Education (VCE)

In 2024, all Year 11 students will be completing the Victorian Certificate of Education (VCE) as the senior secondary qualification. Students will have the option to select one of two pathways – VCE (which can include the calculation of an Australian Tertiary Admission Rank [ATAR]) or the VCE Vocational Major – VCE VM (which does not have an ATAR calculation, but will lead to the specialisation of skill-building to further tertiary study and preparation for the workforce).

The Victorian Certificate of Education (VCE) 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 Deputy Principal. 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).

Victorian Certificate of Education – Vocational Major (VCE VM)

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- Equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- Empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

What students need to know about VCE VM?

The VCE VM is a two-year program for students in their senior years of secondary schooling. Students who select to study the VCE VM have the opportunity to select from a small range of VCE Units 1 to 4 subjects and/or from the VCE VM Units 1 to 4 subjects. Students must include a Vocational Education and Training (VET).

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

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

Students must complete a minimum of three other Unit 3–4 sequences (not including the VCE VM Literacy or VCE English units sequence) as part of their program.

At Kolbe Catholic College:

- Senior students undertake compulsory Religious Education classes.
- 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 with the approval of the VCE VM and Year Level Leader.

How will I be assessed in the VCE VM?

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities, excursions and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

Completing the VCE VM?

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation (RTO).

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 Education and 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 VCE VM and 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.**

General Information about VCE VM

Why choose to do VCE VM 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 VCE VM is an accredited senior secondary school qualification undertaken in Years 11 and 12. The VCE VM is based on hands-on learning, also known as 'applied learning'.

If you choose to do the VCE VM 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. VCE VM is usually appropriate for students who have a particular pathway they are working towards and who are able to work in a more self-directed manner.

When can I do VCE VM at Kolbe Catholic College?

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

Are there any entry requirements?

Yes.

Entry into VCE VM 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 VCE VM course.

How long would VCE VM take me to complete?

It usually takes two years to complete the VCE VM.

What do you get after successfully completing the VCE VM?

When students successfully complete their learning program they will receive the VCE VM certificate. Students will receive a Statement of Results, listing all VCE, VCE VET and VCE VM units, and a Statement of Attainment for VET courses. These will list all units and modules you have successfully completed as part of your VCE VM program.

If students conclude their studies in the VCE VM before fulfilling all of the VCE VM requirements, students will be eligible to receive an 'Enhanced Statement of Results', but will not receive the VCE VM certificate.

Will a student who has completed VCE VM have real-life work experience?

The VCE VM 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 workplaces themselves, with support from their teachers, to find and negotiate suitable work experience(s). 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 VCE VM 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 VCE VM. The flexibility of VCE VM enables students to integrate their literacy and numeracy learning into other areas of their VCE VM program and apply it to specific work and industry related situations.

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

Yes.

The VCE VM 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 VCE VM students who may have already completed one or more VET certificate modules as part of their VCE VM program.

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

One of the aims of VCE VM 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 VCE VM get students ready to enter a trade?

VCE VM 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.

School Based Apprenticeships and Traineeships and Structured Workplace Learning

The flexibility and learning objectives of VCE VM make it an ideal program for students with strong vocational aspirations. Students 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 Coordinator: Careers Discovery and Programs as soon as possible.

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 or VCE VM 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 conducted in two sections:

Section A

- assesses literacy and numeracy skills
- will be completed by VCE and VCE VM students

Section B

- assesses written communication along with the areas of:
 - Mathematics, Science and Technology
 - Humanities, the Arts, Social Sciences
- will be completed by scored VCE students only.

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. For VCE students, it is also used 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 for VCE students?

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

How is the GAT used for VCE VM students?

The VCAA will provide VCE VM students with a statement indicating whether they have met the literacy and numeracy standards.

VCE Satisfactory Completion Policy – 2024/2025

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 cooperation, 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 collecting the relevant documentation Student Services, the Curriculum Leader's Office and completing an 'Application to Score a Rescheduled SAC/SAT' form.
- submit the form, with supporting documentation, to the Curriculum Leader (Senior Years) on the following school day.

What is considered to be suitable supporting documentation?

- A medical certificate
- Public notice of a funeral
- A statutory declaration (<https://www.justice.vic.gov.au/statdecs>) can be used twice in a school year for this process.

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.
- the student is to collect or download and complete an 'Application to Score a Reschedule SAC/SAT' 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 or Director of Students (Senior Years) for serious Personal/Welfare issues is required.
- the student is to collect or download and complete an 'Application for Reschedule of SAC/SAT' form, submitting it to the Curriculum Leader (Senior Years).

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

- the student is to collect or download and complete an 'Application for Reschedule of SAC/SAT' form, submitting it to the Curriculum Leader (Senior Years).
- the organising teacher is to sign the 'Application for Reschedule of SAC/SAT' form.
- the student is to submit the relevant documentation to the Curriculum Leader (Senior Years).

If a student is absent from a SAC:

- if an 'Application to Score a Rescheduled SAC/SAT' form has **not** been submitted then a 'pending N' will be awarded, and parents/guardians will be notified accordingly.
- an 'Application to Score a Rescheduled SAC/SAT' form is to be collected or downloaded and submitted.
 - o if absence is approved, SAC time rescheduled and work assessed as normal.
 - o if absence is **not** approved, the task will be assessed as either 'S' or 'N'.

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.

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:
 - o nature of task
 - o equipment
 - o requirements
 - o conditions
 - o duration

Assessment/Marking scheme

- Students will also receive an outline of the requirements for satisfactory completion of each unit.
- Achievement of an outcome means:
 - o **the work meets the required 'standard' as described in the learning outcomes**
 - o **the work is submitted on time**
 - o **the work is clearly the student's own**
 - o **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 an 'Application for satisfactory reassessment of a SAC/SAT' 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, and/or**
- **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 will be able to apply for Emergency Special Examination Arrangements to put in place measures to assist with the completion of the examination. In some situations, the 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 Unit 3 and 4 examinations and the requirements are stringent. At the Unit 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.

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 VCE VM, thereby offering students the opportunity to gain both the VCE or VCE VM 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 2025 (Victorian Tertiary Entrance Requirements 2025) 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: VCE VM

Victorian Certificate of Education – Vocational Major:

VCE VM 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.

VCE VM 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 VCE VM 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. VCE VM offers individualised programs based on careful pathways planning.

VCE VM students must choose a VETDSS course from the list provided. Their VCE VM 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 VCE VM course.

Criteria for Selecting Students VCE VM Programs

As there are limited places in VCE VM/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 compulsory Work Placements.**
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 VCE VM

School Based Apprenticeships and Traineeships:

Kolbe Catholic College also offers some 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 VCE VM (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 VCE VM 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 the VCE VM 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.

Environmental Science

Benchmark: *Units 1 & 2 – Students to achieve at 'Expected Level' with scores of 60% and above in Year 10 Science subjects.*

Geography

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

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.

Modern History

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

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.

Foundation Mathematics Units 1 & 2 and Units 3 & 4

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

General Mathematics 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 to enrol in Units 1 & 2 General Mathematics.
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 are eligible to enrol in Units 3 & 4 General Mathematics.

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 VCE VM. 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 Education – Vocational Major (VCE VM):

An accredited senior secondary school qualification undertaken by students in Years 11 and 12. VCE VM 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 and Training Delivered to Secondary Students (VETDSS)

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 VCE VM 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
DP	Deputy Principal
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
VCE	Victorian Certificate of Education
VCE VM	Victorian Certificate of Education – Vocational Major
VET	Vocational Education and Training
VICTER	Victorian Tertiary Entrance Requirement
VTAC	Victorian Tertiary Admissions Centre

VCE Studies Offered

YEAR 11 UNITS 1 & 2 (2024)
VCE UNITS 1 & 2
Accounting
Australian and Global Politics
Art Creative Practice
Art Making and Exhibiting
Biology
Business Management
Chemistry
Applied Computing
Drama (not 2024, commencing 2025)
Economics
English
English Language
Environmental Science
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
Psychology
Religion and Society
Systems Engineering
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 (2024)

Accounting

Australian and Global Politics

Art Creative Practice

Art Making and Exhibiting

Biology

Business Management

Chemistry

Drama (not 2024, commencing 2025)

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 Foundation

Mathematics Further

Mathematics Methods (CAS)

Mathematics Specialist

Media

Outdoor and Environmental Studies

Physical Education

Physics

Product Design and Technology

Psychology

Religion & Society

Software Development (Applied Computing)

Systems Engineering

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 <i>*to be offered on campus in 2024 (no extra fee)</i>
Business <i>*to be offered on campus in 2024 (no extra fee)</i>
Community Services
Dance
Engineering Studies
Hospitality
Information Technology
Laboratory Skills <i>*may be offered on campus in 2024</i>
Media – Creative and Digital
Music Industry Performance <i>*to be offered on campus in 2024 (no extra fee)</i>
Sport & Recreation <i>*to be offered on campus in 2024 (no extra fee)</i>
Non Scored VET Subjects (These <u>may</u> contribute to your ATAR as a 5th subject worth 10%)
Animal Studies (1 year course)
Applied Fashion Design and Technology
Automotive Studies (Mechanical Pre-Vocational)
Beauty <i>*to be offered on campus in 2024 (no extra fee)</i>
Building and Construction (Carpentry Pre-Apprenticeship)
Civil Infrastructure
Early Childhood Education and Care
Electrotechnology Studies (Pre-Vocational)
Furniture
Horticulture (Landscaping)
Plumbing (Pre-Apprenticeship)
Salon Assist <i>*may be offered on campus in 2024 (1 year course)</i>
Visual Arts

- *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, where possible, are run on site at the College and in partnership with a range of RTOs such as Parade Catholic College, 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 run off campus, or whole day VETs onsite, will be required to catch up on school work missed each week.*
- *Students **MUST** attend all scheduled classes - modules are completed with practical components that may not be able to be rescheduled. Students who miss practical delivery, will be at risk of meeting the minimum requirements to gain their certification.*
- *All VET subjects will incur additional fees (**2023 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.*
- *Kolbe Catholic College has a relationship with many TAFEs and the Northern Melbourne VET Cluster (NMVC) to help deliver as many VET subjects as possible to our students. Depending on a student's choice, the closest available VET may not be at Kangan Broadmeadows. Also Kangan TAFE has a range of specialised campuses that dictate where the VET subject will be delivered from. Please keep this in mind when choosing a VET option.*
- *It is the responsibility of the student and their family to ensure they are able to get to the allocated VET campus.*

Most VET subjects will incur additional fees (2023 the fee was \$700).

Allied Health Services *will be offered on campus in 2024: 2 year course (No extra fee)

HLT33115 - Certificate III in Health Services Assistance - RTO: IVET - #40584

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.

Animal Studies *one year course only, at year 11 level

ACM20121 Certificate II in Animal Care: RTO: Broadmeadows - #3077

Animal Studies provides students who have a keen interest in the welfare and wellbeing of animals, to develop their skills on how to care for animals. It enables participants to gain a recognised credential and to make informed choices in relation to vocation and career paths.

- Work in the Animal Care Industry
- Feed & Water Animals
- Provide general care for domestic dogs
- Bath, dry & brush domestic dogs

Applied Fashion Design and Technology

MST20616 Certificate II in Applied Fashion Design and Technology - RTO: Kangan Richmond - #3077

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)

AUR20716 Certificate II in Automotive Vocational Preparation - RTO: Kangan Docklands - #3077

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 2024: 2 year course (No extra fee)

SHB30115 Certificate III in Beauty Services - RTO: AIET - #121314

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 - 4)

- Demonstrate retail skin care products
- Conduct salon financial transactions
- Design & apply Make Up
- Merchandise products
- Research and apply beauty industry information
- Apply cosmetic tanning products
- Provide lash & brow services
- Provide waxing services
- Provide Manicure & Pedicure services
- Advise on beauty products & services

Building and Construction (Carpentry Pre-Apprenticeship)

22338VIC Certificate II in Building & Construction (Pre-App) - RTO: Kangan Broadmeadows - #3077

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

Business *to be offered on campus in 2024 (no extra fee)

BSB20120 Certificate II in Workplace Skills (Units 1 & 2) - RTO: IVET - #40548

BSB30120 Certificate III in Business (Units 1- 4) - RTO: IVET - #40548

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

Community Services

CHC32015 Certificate III in Community Services: RTO: IVET via Peter Lalor Secondary College - #40584

Community Services offers students the opportunity to learn about the community services sector and explore specific contexts of work. Skills will be developed in communication, working with diversity, workplace health and safety, administration support, and responding to clients. It enables participants to gain a recognised credential and to make informed choices in relation to vocation and career paths.

- Prepare for Work in the Community Services sector
- Work with others
- Follow WHS safety procedure and programs
- Operate under a caseworker framework

Dance

CUA30120 Certificate III in Dance - RTO: Dance Factory (Richmond) - #3746

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

CHC30121 Certificate III in Early Childhood Education - RTO: MCIE (via Charles Latrobe College) - #22172

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)

22499VIC Certificate II Electrotechnology (PreVocational) - RTO: Parade College - #40750

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

22470VIC Certificate II in Engineering Studies - RTO: Kangan Broadmeadows - #3077

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

MSF20516 Certificate II in Furniture Making Pathways - RTO: Parade College - #40750

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)

AHC20416 Certificate II in Horticulture - RTO: Melbourne Polytechnic Fairfield - #3075

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

Hospitality

SIT20322 Certificate II in Hospitality - RTO: William Angliss City - #3045

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, Maitre 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

ICT30120 Certificate III in Information Technology - RTO: Kangan Broadmeadows - #3077

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.

Laboratory Skills *may be offered on campus in 2024

MSL30118 Certificate III in Laboratory Skills - RTO: Box Hill TAFE - #4687

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

CUA31020 Certificate III in Screen and Media - RTO: AIE City Campus - #45234

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 2024 (no extra fee)

CUA30920 Certificate III in Music Performance Specialisation - RTO: Collarts - #0109

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. This course runs for 2 years covering Units 1 -4. Total number of Units in this course is 11. Three are 3 core units plus 8 elective units.

Sample Modules (Units 1-4)

- Implement copyright arrangements
- Work effectively in the music industry
- Plan a career in the creative arts industry
- Develop and apply stagecraft skills
- Develop technical skills for musical performances
- Prepare for musical performances
- Develop and perform musical improvisation
- Perform music as part of a group or solo

Plumbing (Pre-Apprenticeship)

22569VIC Certificate II in Plumbing (Pre-apprenticeship) - RTO: Parade College - #40750

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 2024: 1 year course

SHB20216 Certificate II in Salon Assistant - RTO: AIET - #121314

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.

Sport & Recreation *to be offered on campus in 2024 (no extra fee)

SIS30115 Certificate III in Sport and Recreation - RTO: Savile - #45452

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.

Visual Arts

CUA31120 Certificate III in Visual Arts: RTO: Kangan Broadmeadows - #3077

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

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.

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

Art Creative Practices

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists. A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art Making and Exhibiting. The way institutions design exhibitions and present artworks, and also how they conserve and promote exhibitions, are key aspects of the study.

Unit 1 Explore, expand and investigate

Students explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.

Unit 2 Understand, develop and resolve

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

Unit 3 Collect, extend and connect

Students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. Students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks.

Unit 4 Consolidate, present and conserve

Students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them. Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback. They review the methods used and considerations involved in the presentation, conservation and care of artworks.

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 Art Making and Exhibiting are as follows:

- School-assessed Coursework for Unit 3: 5 percent.
- School-assessed Coursework for Unit 4: 5 percent.
- School-assessed Task: 60 percent.
- End-of-year Examination: 30 percent.

Art Making and Exhibiting

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

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

Unit 1 Explore, expand and investigate

Students explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.

Unit 2 Understand, develop and resolve

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

Unit 3 Collect, extend and connect

Students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. Students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks.

Unit 4 Consolidate, present and conserve

Students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them. Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback. They review the methods used and considerations involved in the presentation, conservation and care of artworks.

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 Art Making and Exhibiting are as follows:

- School-assessed Coursework for Unit 3: 5 percent.
- School-assessed Coursework for Unit 4: 5 percent.
- School-assessed Task: 60 percent.
- End-of-year Examination: 30 percent.

Biology

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

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

Unit 1 (BI011) *How do organisms regulate their functions?*

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Unit 2 (BI022) *How does inheritance impact on diversity?*

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

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

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

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

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

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: 20 percent.
- Unit 4 School-Assessed Coursework: 30 percent.
- End-of-Year Examination: 50 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 initial 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 the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating 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, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Unit 2 (BM022) Establishing a business

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as 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 met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

Unit 3 (BM033) Managing a business

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

Unit 4 (BM034) Transforming a business

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

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?*

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Unit 2 (CH022) *How are materials quantified and classified?*

In this area of study students focus on the measurement of quantities in chemistry and the structures and properties of organic compounds, including polymers. The selection of learning contexts should allow students to develop practical techniques to quantify amounts of substances and to investigate the chemistry of organic compounds. Students develop their skills in the use of scientific equipment and apparatus. They perform calculations based on the generation of primary data, such as determining the empirical formula of an ionic compound or hydrated salt, and consider how the quality of data generated in experiments can be improved. They may construct models to visualise the similarities and differences between families of organic compounds. Students may use common substances in their experiments such as making glue from milk. They may investigate the environmental impact of the production of polymers: for example, the recycling of biodegradable polymers derived from natural resources such as biopolyethylene (Bio-PE). Students respond to challenges such as investigating how changing formulations for polymers affects their structure and properties: for example, by creating slime.

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

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

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

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

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: 20 percent.
- Unit 4 School-Assessed Coursework: 30 percent.
- End-of-Year Examination: 50 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 (not 2024, commencing 2025)

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) Economic Decision-Making

Students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Unit 2 (EC022) Economic Issues and Living Standards

Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level.

Unit 3 (EC033) Australia's Living Standards

Students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's 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) Reading, exploring and crafting texts

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

Unit 2 (EN012) Reading and exploring texts / Exploring argument

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. They will consider the way arguments are developed and delivered in many forms of media.

Unit 3 (EN013) Reading and responding to texts / Creating texts

Students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing.

Unit 4 (EN014) Reading and responding to texts / Analysing argument

Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts. Sustained analytical writing about a text provides students with opportunities to refine skills to engage with and challenge ideas. Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation.

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 a 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 how it 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 dominant language modes and the impact of situational and cultural contexts 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 contemporary Australian settings. They consider language as a means of 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 contemporary Australian society, influenced by the intersection of geographical, cultural and social factors. 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 evolves 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.

Environmental Science Units 1 & 2

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

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

In VCE Environmental Science, Earth is understood as a set of four interrelated systems: the atmosphere, the biosphere, the hydrosphere and the lithosphere. This study explores how the relationships between these systems produce natural environmental change over a variety of time scales and how these systems respond to change and disruption. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on biodiversity, pollution, food and water security, climate change and energy use. Students examine the challenges and opportunities presented by selected environmental issues and case studies, and consider how different value systems, priorities, knowledge and regulatory frameworks affect environmental decision-making and planning for a sustainable future.

Unit 1 (EV011)

How are Earth's dynamic systems interconnected to support life?

A sustainable food and water system with a minimal environmental footprint is necessary to secure the food and water supplies that can meet the demands of current and future populations of Earth's species, including humans. Both natural and human activities can generate pollution that can cause adverse effects across Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere – and consequently affect food and water security. Pollution can make air and water resources hazardous for plants and animals. It can directly harm soil microorganisms and larger soil-dwelling organisms, with consequences for soil biodiversity, as well as impacting on food security by impairing plant function and reducing food yields.

Unit 2 (EV022)

What affects Earth's capacity to sustain life?

A sustainable food and water system with a minimal environmental footprint is necessary to secure the food and water supplies that can meet the demands of current and future populations of Earth's species, including humans. Both natural and human activities can generate pollution that can cause adverse effects across Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere – and consequently affect food and water security. Pollution can make air and water resources hazardous for plants and animals. It can directly harm soil microorganisms and larger soil-dwelling organisms, with consequences for soil biodiversity, as well as impacting on food security by impairing plant function and reducing food yields.

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.

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) Hazards and Disasters

Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them. Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change.

Unit 2 (GE02) Tourism: Issues and Challenges

Students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

Unit 3 (GE03) Changing the Land

Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation. They investigate the distribution and causes of the two processes. They select one location for each of the processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

Unit 4 (GE04): Human Population: Trends and Issues

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their environmental, economic, social, and cultural impacts on people and places.

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.

Modern History

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

In Units 1 and 2 Modern History students investigate the ideology and conflicts that caused social and cultural changes seen in the changing world of today. Students explore the significant events of the late 19th century and the first half of the 20th century that caused the end of empires and influenced the emergence of nation states. Students build and understanding of the causes and the consequences of World War I, Worl War II and The Cold War. They focus on the significant ideologies that strengthened, challenged and weakened empires and nation states and the changes to political structures and systems. Students investigate the significant changes in how society was organised and the ways this influenced how people lived their lives, such as working conditions, workers' rights, the positions and roles of men, women and children, law and order, social control and personal freedoms and the influence of other social, political, economic, cultural, religious and technological changes.

Unit 1 (HI031) *Change and Conflict*

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world. Students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. Students focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period.

Unit 2 (HI042) *The Changing World Order*

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century. Students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR. Students investigate the causes of the Cold War in the decades that followed World War Two. students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century. Students also consider the extent to which ideas, values and political systems remained the same and/or change was resisted. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

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.

Area of Study 1 – Causes of revolution

In this area of study students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time.

Area of Study 2 – Consequences of revolution

In this area of study students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

Unit 3 (HI133) The French Revolution

Students cover area of Study 1 and 2 in Units 3 and 4. In Unit 3, students focus on causes and consequences of The French Revolution. Students focus on the challenges the new regime faced in attempting to consolidate its power, including October Days, reforms to the church, the Flight to Varennes, hostility of foreign powers and the Papacy, the scale of the reforms envisaged by the Revolution, economic challenges, the outbreak and course of war, counter-revolution, Federalist Revolts, changes to laws and taxes, the introduction of popular sovereignty and representative governments. They explore the role of significant individuals that influenced and changed society, including Louis XVI, Georges Danton, Jean-Paul Marat, Maximilien Robespierre and Marquis de Lafayette.

Unit 4 (HI134) The Russian Revolution

In Unit 4, Students again cover area of Study 1 and 2 but with a focus on causes and consequences of The Russian Revolution. Student investigate the challenges the new regime faced in attempting to consolidate its power, including the initial problems faced by the Sovnarkom, the Constituent Assembly and its dissolution, the Treaty of Brest-Litovsk, the Civil War, Red and White Terror, the policies of State Capitalism and War Communism, and Kronstadt Revolt. Students explore the role of significant individuals that influenced and changed society including Vladimir Lenin, Leon Trotsky, Felix Dzerzhinsky and Alexandra Kollontai.

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: Arabic, Vietnamese, 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) *The presumption of Innocence*

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

Unit 2 (LS022) *Wrongs and Rights*

In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Unit 3 (LS033) *Rights and justice*

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

Unit 4 (LS034) *The people, the law and reform*

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it 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 changes to the law, and past and future constitutional 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) *Reading practices and Exploration of literary movements and genres*

In this unit students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others’ interpretations of text. Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text. Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres

Unit 2 (LI012) *Voices of Country and The text in its context*

In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students focus on the text and its historical, social and cultural context. They will also reflect on representations of a specific time period and/or culture within a text.

Unit 3 (LI013) *Adaptations, transformations and Developing interpretations*

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. In this area of study students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language.

Unit 4 (LI014) *Creative responses to texts and Close analysis of texts*

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. They will attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

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

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

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. 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. They will study different forms of numbers and calculations and their application in relation to the understanding and management of personal, local, and national financial matters.

Unit 3 (MA103)

In this unit, students will study Algebra, number and structure and Data analysis, Probability, and statistics. In Algebra, number and structure students study the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes including formulas and other algebraic expressions to solve practical problems in community, business and industry contexts. In Data analysis, probability and statistics students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries. This area of study incorporates the ability to critically reflect on statistical data and results, and to be able to communicate and report on the outcomes and any implications.

Unit 4 (MA104)

In this unit, students will study Discrete mathematics: Financial and consumer mathematics, and Space and measurement. In Discrete mathematics students study cover the use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters. In the Space and measurement unit, students study the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy, precision and error.

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 Foundation Mathematics are as follows:

- Unit 3 School-assessed Coursework: 40%
- Unit 4 School-assessed Coursework: 20%
- End-of-year Examination: 40%

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

This subject has benchmark for selection. Please refer to page 21 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 students cover the concept of a sequence and its representation by rule, table and graph, arithmetic, or geometric sequences as examples of sequences generated by first-order linear recurrence relations, and simple financial and other applications of these sequences. 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) Connections with outdoor environments

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 different ways to understand outdoor environments and the impact of humans on outdoor environments. In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as 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) *How is energy useful to society?*

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Unit 2 (PH022) *How does physics help us to understand the 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.

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

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

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

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

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

Product Design and Technology

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) Design Practices

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

Unit 2 (DT022) Positive impacts for end users

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Unit 3 (DT033) Ethical product design and development

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

Unit 4 (DT034) Production and evaluation of ethical designs

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

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 multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

There are many different approaches to the study of psychology. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

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

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Unit 3 (PY033) *How does experience affect behaviour and mental processes?*

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning 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 explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

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

Religion & Society

In 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 religious denominations in societies where multiple worldviews coexist and consider the experiences of members as those members engage with their religious tradition individually and communally. 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 spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term 'religion' refers, and acknowledge religion's contribution to the development of human society. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.

Unit 2 (RE022) *Religion and ethics*

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 a religious tradition or religious denomination in response to the big questions of life. Students study how particular beliefs within a religious tradition or religious 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 experiences and religion.

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

In this unit students explore challenges for religious traditions or religious denominations generally over time and then undertake a study of challenge and change for a religious tradition or religious denomination.

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 currently encompasses texts from the Christian, Islamic and Jewish traditions. The main focus of the study is the texts that are seen to be foundational to the traditions being studied. These may be supplemented by texts from other traditions, commentaries, and later texts from the traditions being studied.

Unit 1 (TT011)* Texts in traditions

In this unit students examine the place of sacred texts and their literary forms within a religious tradition. Students explore the importance of sacred texts as the source of a tradition and learn how to interpret and describe their meaning for the earlier and continuing tradition.

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

Unit 2 (TT022)# Texts in society

In this unit students study sacred texts as a means of investigating social attitudes on issues such as social structures, justice, authority, the environment, racism, gender and others. 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 religious tradition being studied was formed. They develop an understanding of the historical background that influenced 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 religious tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through themes in the particular texts.

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: Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centered design problems. Unit 2: Design contexts and connections

Unit 2: Design contexts and connections

Students build on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety

Unit 3: Visual communication in design practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences.

Unit 4: Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review.

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:

- *School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.*
- *Unit 3 Outcome 3 and in Unit 4 Outcomes 1 and 2 will be assessed through a School-assessed Task and will contribute 50 percent to the study score*
- *November Written Examination: 30 percent.*

VCE VM Course Components

The VCE VM aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education. In the VCE VM, the five main 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 assist them to make informed vocational choices and facilitate pathways to further learning and employment.

The VCE VM subjects

Literacy

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

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

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

Numeracy

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

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

Personal Development Skills (PDS)

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

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

Work Related Skills (WRS)

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Journey in Faith

Year 11

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.

Year 12

Students will continue to develop a deeper understanding of what faith and spirituality means to them by building on the Personhood Unit studied in Year 11 VCE VM 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 VCE VM

Kolbe Catholic College coordinates the assessment and collection of results for all curriculum components in a VCE VM 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 VCE VM unit contains accredited learning outcomes that are generic and enable content to be developed to suit the individual needs of students.

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 |

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 VCE VM program, it is important for you to keep in mind what you may wish to pursue after you complete your VCE or VCE VM. 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 VCE VM 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 2024/2025. 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 2024 or 2025 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 Development 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 VCE VM

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 VCE VM as well as being employed and trained under the following arrangements:

- VCE or VCE VM 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 VCE VM, in addition to the VCE units or VCE VM program undertaken at the school. An SBAT as part of a VCE or VCE VM program comprises three main parts:
 - o A VCE or VCE VM program delivered by the school
 - o 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
 - o 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 2024 & 2025

This should be completed and brought to the Learning Advisor/Parent/Student Conferences and Pathways Consults in July/August 2023.

Kolbe Catholic College

VCE Planner 2024 -2025

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
2024	1								
	2								
2025	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.

VCE VM Pathways Planner 2024 & 2025

This should be completed and brought to the Learning Advisor/Parent/Student Conferences and Pathways Consults in July/August 2023.

Kolbe Catholic College

VCE VM Planner 2024 -2025

Student Name: _____

Learning Group: _____

Learning Advisor: _____

Pathways Teacher: _____

Year	Semester	Literacy strand Study 1	Numeracy strand Study 2	Personal Development & Work Related Skills Study 3	VET or VCE Study 4	External VET Study 4	SBAT Study 5
2024	1						
	2						
2025	3						
	4						

- *Religious Education is compulsory. VCE VM 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



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