

VCE – Victorian Certificate of Education

A VCE Program is a set of semester length units undertaken over a minimum period of two years. This program is designed by students to meet their needs within the rules laid down by the Victorian Curriculum and Assessment Authority (VCAA).

VCAA Requirements

Students must successfully complete 3 units of English. Any other units may be chosen to make up the program, ensuring that the balance of subjects suits the students' post-VCE pathway. Students must satisfactorily complete a minimum of 16 units including:

- 3 units of English;
- 3 other unit 3/4 sequences (6 units).

The 16 units may include an unlimited number of units of Vocational Education and Training (VET). For the purposes of obtaining an ATAR, students must complete a 3/4 sequence from the English grouping and at least 3 other scored 3/4 sequences, scored VET studies or 10% non scored VET studies.

ACCOUNTING

Accounting is the process of recording, reporting, analysing and interpreting financial data and information which is then communicated to internal and external users of the information. It plays an integral role in the successful operation and management of a small business.

UNIT 1 – Establishing and operating a service business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis.

UNIT 2 – Accounting for a trading business

This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for recording and reporting of cash and credit transactions and stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

UNIT 3 – Recording and reporting for a trading business

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In, First out (FIFO) method is used.

UNIT 4 – Control and analysis of business performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision making process. The unit covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. In this unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner.

Accounting can take students on to further studies in business and finance, and on to become small business owners. The study of Accounting will enable students to develop their financial knowledge and skills.

BIOLOGY

The study of Biology is the study of life. Biology is about understanding the natural World. It involves studying living organisms, life processes and the interactions of organisms with their natural environments and with each other. The relevance of new technologies and modern life to organisms and their survival is a key area of the course.

Unit 1 – Unity and Diversity

This unit studies the characteristics which enable organisms to live where they do, in particular, looking at the relationships between structure and function. Plants and animals are compared in the way they maintain themselves, looking at digestion, circulation, gas exchange and reproduction. Practical work involves dissections and various plant and animal studies.

Unit 2 – Organisms & their Environment

This unit involves a field study of aquatic environments with ecosystems as the central focus. The non-living physical environment and living communities are examined in this and other ecosystems. The interrelationship of organisms in ecosystems is studied via classification and investigation of food chains and food webs. The effects of environmental change and human activities on the balance of nature is explored. This is very much a hands-on Unit with lots of field work and practical work. (An additional cost for a compulsory excursion is required in this unit.)

Unit 3 – Signatures of Life

Have you ever wondered what is inside living things that allow them to survive? How do cells work, what purpose do they serve and what types of cells are there? These and other questions are answered in this unit. The structure of cells is also explored using microscopes and a range of other media. Keeping the internal environment stable is achieved in a variety of ways. Practical work examines a range of organisms and the methods they use to survive. What happens when we get ill, how we overcome illness and the types of disease, are all studied in Unit 3.

Unit 4 – Continuity & Change

Unit 4 explores the mechanism of inheritance and the causes of variation among living things. Genetic disease, inheritance and current research on cloning will be examined. Practical work examines a range of issues including human evolution and the frequency of genetic traits. Students extract DNA and consider its significance to life. The use of modern technology and its range of applications are studied.

The study of biology prepares students for continuing studies in bioscience and entry into the workforce in a wide range of careers, including those not normally thought of as depending on bioscience. Much of our economic activity is generated through advances in bioscience research, in environmental, medical and associated biotechnologies, and in parallel sciences such as bioinformatics.

BUSINESS MANAGEMENT

VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

Unit 1: Small business management

Small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Unit 2: Communication and management

This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

Unit 3: Corporate management

In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business' internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

Unit 4: Managing people and change

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

CHEMISTRY

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described in chemical theories.

The chemistry undertaken in this study is representative of the discipline and the major ideas of chemistry. All students should become more informed, responsible decision-making citizens, able to use chemical knowledge and scientific arguments in their everyday lives and to evaluate and debate important contemporary issues such as the future of our environment and its management.

UNIT 1 – The big ideas of chemistry

Chemical formulae and equations, simple molar calculations and the internal structure of the atom are examined. This includes electronic structure, which is then used to explain the models for ionic, metallic and covalent bonding. The relevance of these models in explaining the uses of materials, including current applications, are examined. ‘Smart’ materials and the uses of the synchrotron are related to chemical principles studies. Students use the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

UNIT 2 – Environmental chemistry

Students look at the essential role of water in everyday life, in relation to its unique properties. Acid-base, redox and precipitation reactions and explained by writing chemical equations. Chemical calculations are used to determine amounts of reactants and products. The issues of water quality are examined in relation to properties of water. The interactions between gases and living things, including for example, the current concerns over global warming, are examined and calculations are completed using the gas laws. Students design and perform experiments to investigate a variety of chemical concepts.

UNIT 3 – Chemical pathways

- Students investigate the scope of techniques available to the analytical chemist.
- Students investigate organic reaction pathways and the chemistry of particular organic molecules. They investigate the role of organic molecules in the generation of biochemical fuels and forensic analysis.
- Students continue to investigate the application of principles of green chemistry to chemical processes and use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments.

UNIT 4 – Chemistry at work

Students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Features that affect chemical reactions such as the rate and yield of equilibrium position are investigated. Students explore how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical. Students investigate how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy resource.

Chemistry is required in many fields including agriculture, art, biochemistry, dietetics, engineering, environmental studies, food, forensic science, forestry, horticulture, law, medicine, oceanography, pharmacy, sports science and winemaking.

DESIGN AND TECHNOLOGY – TEXTILES

Design and Technology involves students developing skills to critically analyse the purpose, processes and products associated with design and technological innovation and activity. They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to complete a task for a given context.

Unit 1: Design modification and production

This unit focuses on the tools, processes, techniques, knowledge and skills the designer has used to develop a solution to a problem. Students investigate methods and processes used by the designer to examine the need and define the problem by generating an appropriate design brief. They consider methods and information the designer uses to generate and communicate ideas and determine the suitability of appropriate materials and processes. Students learn about the production techniques used to make the product and how it is evaluated against the needs and requirements outlined in the design brief.

Unit 2: Collaborative design

In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. The student works both individually and as a member of a small design team to address a problem, need or opportunity that requires a product within a product range or based on a theme, or component of a group product. This provides the student with the opportunity to work with others while taking responsibility for particular aspects of the design and production processes.

Unit 3: Design, technological innovation and manufacture

Students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4. They also examine how a range of factors influence the design and development of products within industrial/commercial settings.

Unit 4: Product development, evaluation and promotion

Students use comparative analysis and evaluation methods to make judgments about product design and development. They continue to develop and manufacture the product designed in Unit 3, Outcome 3, and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgments about possible improvements. They promote their work by highlighting the product's features to the client and/or end-user.

The study of Design and Technology can provide a pathway to a range of related fields such as industrial, product and interior design, engineering, fashion, furniture, jewellery, textile and ceramic design. An understanding of design and its application can provide opportunities for students interested in undertaking further study in related fields in vocational education and training.

DRAMA

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

UNIT 1 – Dramatic storytelling

Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters. They develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. This unit also involves analysis of a student's own performance work and analysis of a performance by professional and other drama practitioners.

UNIT 2 – Creating Australian drama

The unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. This unit also involves analysis of a student's own performance work as well as the performance of an Australian work. Students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism.

UNIT 3 – Ensemble performance

This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to their performance. Student use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. A professional performance is also analysed.

UNIT 4 – Solo performance

This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

The study of drama provides students with pathways to further studies in fields such as acting, direction, playwriting, production design, production management and studies in drama criticism.

ENGLISH

The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of the key knowledge and skills described in this study design underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the twenty-first century.

UNIT 1

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

UNIT 2

The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

UNIT 3

Across the Units 3 and 4 sequence, English students must read and study at least four selected texts. The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

UNIT 4

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

English is a key area for developing your communication skills. You must satisfactorily pass at least 3 units of English to gain your VCE certificate. The final score (out of 50) for units 3 & 4 is one of the scores used in calculating your ATAR score. Most university courses require a satisfactory pass in an English subject in Units 3 & 4 as a pre-requisite. All employers look for people who have sound written and spoken communication skills, can work in groups and teams and who have strong planning and organisational skills.

ENVIRONMENTAL SCIENCE

Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impacts of human activities on them. Students examine strategies to maintain and protect the ecological health of the environment while meeting the needs and desires of human populations.

Environmental Science investigates the interactions between natural and human systems. This study examines the application of environmental science to ecologically sustainable development and environmental management. Students should understand the values and attitudes that underpin environmental decisions and reflect on effective ways for modifying behaviour of individuals and groups for positive environmental outcomes.

While undertaking this study, students will develop skills in practical scientific investigations, environmental fieldwork techniques, report writing, research and analysis.

UNIT 1 - The Environment

This unit focuses on the environment and its components. The function of ecosystems and the interactions in and between the ecological components will be investigated. The unit presents opportunities to consider the effects of natural and human-induced changes in ecosystems.

UNIT 2 - Monitoring the Environment

This unit focuses on the characteristics of environmental indicators and their use in monitoring programs. Environmental indicator data will be defined, collected and interpreted.

UNIT 3 - Ecological Issues: Energy and Biodiversity

This unit focuses on two major ecological issues which provide challenges for the present and the future. The consequences on the atmosphere of natural and enhanced greenhouse effects, and issues of biodiversity and its significance in sustaining ecological integrity, will be examined.

UNIT 4 - Ecological Sustainability

This unit focuses on pollution and its relationship to the health of humans and the environment. It advances further understanding of managing the environment to ensure development meets human needs while maintaining ecological integrity of the environment.

The study of environmental science can lead to further study in aquaculture, conservation and land management and agriculture.

GEOGRAPHY

Geography is the study of where geographical features are located and why they are there, and what makes one place different from another, and how and why these differences matter. It looks at the interaction between human activities and natural processes, and develops understanding of the distribution of human and natural phenomena on or near the surface of the Earth from a spatial perspective.

Unit 1: Natural environments

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

Unit 2: Human environments

This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Students must investigate at least two human environments in each area of study. The environments selected for investigation may be the same in each area of study, but one of the environments must be a rural environment and one an urban environment; one must be from Australia and one must be from another country. Each environment selected for investigation must focus on human geography at two different scales.

Unit 3: Regional resources

This unit investigates the characteristics of resources and the concept of region. Students must investigate a regional resource and a local resource in Australia. The regional resource will be water in the Murray-Darling Basin region. Students will use fieldwork to investigate the local resource.

Unit 4: Global perspectives

This unit investigates the geographic characteristics of global phenomena and responses to them. It considers the causes, dimensions and impact of global changes and analyses policies and strategies, including those that promote sustainability, to enable a better world in the future. Students must investigate two global phenomena in each area of study, one of which must be human population.

HEALTH AND HUMAN DEVELOPMENT

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. The study is based on the premise that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximise global development potential. This underpins the structure of the four units of Health and Human Development. This study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

UNIT 1 – The health and development of Australia’s youth

In this unit students are introduced to the concepts of health and individual human development. Individual human development is a lifelong continuous process beginning at conception and ending with death and is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. In this unit students identify issues that impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

UNIT 2 – Individual human development and health issues

This unit focuses on the lifespan stages from pregnancy, to childhood and then adulthood. The determinants of health and development are examined closely; with identification of their interrelationship being crucial to student understanding. The health and individual human development at all stages can vary considerably and is influenced by a range of determinants, which include biological and behavioural factors, as well as physical and social environments.

UNIT 3 – Australia’s health

This unit examines the health status of all groups within Australia, changing community expectations and approaches taken to improve the health of all. Students focus on all the National Health Priority Areas and the risk and preventative effects of nutrition towards these areas. The role and responsibility of government and other agencies in enhancing the health of all Australians through a range of initiatives designed to promote health is investigated.

UNIT 4 – Global health and human development

This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. The Millennium Development Goals, comparing developed and developing countries and the implemented programs to support and improve global health and human development are examined in depth.

The study of Health and Human Development can lead to tertiary studies and is useful in occupations such as Occupational Health and Safety, health promotion officers, research, nutrition, nursing, medicine, childcare, allied health and global health professions.

HISTORY

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures. The study of history draws links between contemporary society and its history, in terms of its social and political institutions, and language. An understanding of the link between accounts of the past, and the values and interests of time in which the accounts were produced, is also a feature of the study of history.

The processes that are followed in this unit would benefit any career where research analysis and interpretation skills are required e.g. journalism, professional writing, public relations, social relations, teacher, customer service industry, science pathway.

UNIT 1 – Twentieth century history 1900 – 1945

In this unit students study the significant changes which occurred in the first half of the twentieth century. They analyse and explain the development of a political crisis and conflict in this period. They also analyse and discuss patterns of social life and the factors which influenced changes to social life in this period. The relationship between the historical context and a cultural expression which developed during this period is also analysed. Topics include World War 1, Nazi Germany and individual research on cultural developments which may include music, visual art, film and literature.

UNIT 2 – Twentieth century history 1945 – 2000

This unit considers some of the major themes and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings. Topics include world conflicts, political or social movements of the period and issues for the millennium.

UNIT 3 & 4 – Revolutions

Students explore the Russian Revolution and Chinese Revolution. In this study students consider differing perspectives and the reasons why different groups have made different judgements of the history of the revolution.

VCE History is relevant to students with a wide range of expectations, including those who wish to pursue formal study at tertiary level, as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary society. Students of history develop a thorough knowledge and understanding of how and why world events have occurred, and how this has shaped the world we live in.

Industry & Enterprise UNIT 1 & 2

This subject is strongly recommended to students undertaking the VCAL course.

VCE Industry and Enterprise investigates work and its place in work settings, industries and society. The study explores the vocational, economics, social and cultural aspects of work and encourages students to undertake a theoretical and practical investigation of these aspects. Students investigate trends and patterns in Australian workplaces and industries and significant issues affecting Australian industries, and analyse the industry responses to these issues. **A key feature of VCE Industry and Enterprise is the structured workplace learning that students are required to undertake.**

Integral to this study are work-related skills, which cover a range of skills that are seen as being important for entry-level employees to develop and for life generally.

Unit 1: Workplace participation

This unit prepares students for effective workplace participation. Their exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring their individual career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students build work-related skills that assist in dealing with issues affecting participants in the workplace.

Students examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings. They investigate job tasks and processes in work settings as well as entry-level requirements associated with work in selected industries.

Students research a work-related issue, and consider strategies related to the development of interpersonal skills and effective communication to deal with the selected issue.

After completing the relevant occupational health and safety induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning.

Unit 2: Being enterprising

In this unit of study students explore the development of enterprise, leadership and innovation in different settings within industry and in the context of significant issues faced by industry.

Students investigate the characteristics and qualities of successful entrepreneurs in different settings, and investigate the relationship between leadership behaviour and the development of an individual's work-related skills.

Globalisation, technological change, environmental issues and other significant issues are having an impact on Australian industry. Students analyse the impact of one significant issue on an Australian industry and consider the industry has responded in an enterprising way.

LEGAL STUDIES

Legal Studies provides students with an analytical evaluation of the processes of law-making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decision on the Australian society. This study will also assist in the development of the students' knowledge of their basic legal rights and responsibilities.

Skills, as well as knowledge, play an important part in the study of Legal Studies. In particular, students develop an ability to identify, collect and process data from a range of sources; use the inquiry process to develop legal reasoning; apply legal reasoning to real or hypothetical cases and develop informed opinions.

UNIT 1 –Criminal law and justice

This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through Parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts. In addition, students explore the concepts of fairness and justice within the criminal justice system.

UNIT 2 – Civil law and the law in focus

This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens. As well as the judicial procedure to resolve civil disputes, the unit also investigates the alternative avenues of dispute resolution and their effectiveness. This unit provides students with the opportunity to explore a specific area of law and to analyse contemporary legal issues.

UNIT 3 – Law-making

The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

UNIT 4 – Dispute resolution

This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. Students develop an understanding of criminal and civil pre-trial and trial processes and procedures which operate within the Victorian legal system. The current operation of the jury system in criminal and civil trials will be examined and students will also review the operation of the adversary system, giving consideration to its strengths and weaknesses. Students will compare features of the adversary and inquisitorial systems of dispute resolution. In this unit students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

LITERATURE

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. The study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form.

UNIT 1

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students' close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.

UNIT 2

The focus of this unit is on students' critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

UNIT 3

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways text represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

UNIT 4

This unit focuses on students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

Literature units 3 & 4 can be taken in place of English 3/4 to qualify for your VCE. The study of Literature builds a strong understanding of the current and historical world and provides a strong background for creative writing courses. It provides pathways into jobs which require strong communication skills and wide knowledge and understanding of human behaviour and the world around us including journalism, editing, publishing, retail book selling, writing and law.

LOTE - Indonesian

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

Unit 1

Outcome 1

Student should be able to establish and maintain a spoken or written exchange related to an issue of interest or concern.

Outcome 2

Students should be able to listen to, read and re-organize information and ideas from spoken and written texts.

Outcome 3

Students should be able to produce a personal response to a fictional text.

Unit 2

Outcome 1

Students should be able to participate in a spoken or written exchange focusing on the resolution of an issue.

Outcome 2

Students should be able to listen to, read, and extract and compare information and ideas from spoken and written texts.

Outcome 3

Students should be able to produce an imaginative piece in spoken or written form.

Unit 3

Outcome 1

Students should be able to express ideas through the production of original texts.

Outcome 2

Students should be able to analyze and use information from spoken texts.

Outcome 3

Students should be able to exchange information, opinions and experiences.

Unit 4

Outcome 1

Students should be able to analyze and use information from written texts.

Outcome 2

Student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture.

Language studies can be used as part of a combined degree in areas such as Commerce, Finance, Legal Studies, Asian Studies and Education. It can lead to employment in diplomacy and government trade roles, administration and management, defence forces, primary and secondary teaching, business and marketing, tourism and hospitality, media, international aid organizations and charities, interpreting and translating services.

MEDIA

VCE Media examines media products as the expression of creative ideas, specific symbolic languages and discourses of society and culture that shape meaning and reflect the society in which they were created. This study explores a variety of media forms, including audio, audiovisual media, print-based media, digital and interactive media technologies and convergent media processes. Students examine and analyse the relationships between audiences and the media; this analysis is undertaken through a theoretical and practical study that places the student in the role of a media creator.

UNIT 1 - Representation and Technologies of Representation

In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.

UNIT 2 - Media Production and the Media Industry

In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

UNIT 3 - Narrative and Media Production Design

In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for a specific media form and audience. They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work.

UNIT 4 - Media: Process, Influence and Society's Values

In this unit students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

The knowledge and skills students will gain through the completion of the media sequence will prepare them for pathways into journalism, film production, print publication and radio. They will develop an appreciation for the media from the audience's point of view and also that of a producer of media content.

MUSIC PERFORMANCE: SOLO

VCE Music offers students opportunities to approach the study of music as a performer, as a creator of music works or arrangements and as a person who studies music works from diverse cultural and historical traditions. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following. Through a study of the music of others and experimentation in their own music making, students are able to demonstrate and discuss meaning in music. Each unit of music includes music making, listening and aural perception, music language and the study of music works and approaches to music making in diverse historical and cultural contexts.:

UNIT 1

This unit focuses on performance in solo and group contexts, studying approaches to performance and performing, and developing skills in aural comprehension. Students present a solo and a group performance, demonstrate prepared technical work and perform previously unseen music.

UNIT 2

This unit further develops skills in practical music and performance in solo and group contexts. Students present a prepared program/s of solo and group works, demonstrate prepared technical work, perform previously unseen music and develop skills in aural comprehension. Selected works are analysed to enhance performance interpretation and to understand their context, influences, characteristics and styles. This unit also focuses on music language that is relevant to performance and used to analyse, compose or improvise music.

UNIT 3 and 4: Music Group performance

This unit focuses on developing and refining performance skills in interpreting styles and applying a range of technical and artistic techniques to present a program of works in an ensemble context. Aural comprehension and critical listening skills used by ensemble performers to prepare and present performances of music in a range of styles are also further developed. The unit also analyses strategies and techniques for preparing and presenting ensemble performances. In Unit 4 students study partwriting or improvisation techniques and create either an arrangement or an improvisation.

Units 3 and 4: Music Solo performance

This unit focuses on the preparation and presentation of solo works. Students use performance techniques to develop understanding of interpretation of a range of styles and in Unit 4 demonstrate through performance an understanding of interpretation. Music performance skills are broadened and then extended in unit 4 by ensemble performance, solo technical work and unprepared performance. Music language knowledge, aural comprehension skills and understanding of the structure and characteristics of an ensemble work are also developed.

Students need to consult with the Music teacher before undertaking VCE Music units. There is a requirement for students to be undertaking music lessons and to participate in a number of music performances.

OUTDOOR AND ENVIRONMENTAL STUDIES

Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to natural environments. In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of natural environments. Such knowledge is then enhanced through theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human-nature relationships. A compulsory component of these units are trips in which adventure activities – including hiking and overnight camping – are used as a means of journeying through and studying natural environments.

Approximate cost for trips in Unit 1 & 2 - \$550

Approximate cost for trips in Unit 3 & 4 - \$300

UNIT 1 - Exploring outdoor experiences.

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Through related outdoor experiences, students develop the practical skills and knowledge required to 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 – Discovering outdoor environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts of outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

UNIT 3 – 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. 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 provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

UNIT 4 – Sustainable outdoor relationships

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 in relation to the capacity of outdoor environments to support the future needs of the Australian population. 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.

Outdoor and Environmental Studies is relevant to students with a wide range of expectations including those who wish to pursue further formal study at tertiary level or in vocational education and training settings, as well as providing valuable knowledge and skills for participation in contemporary society.

Pathways for Mathematics Units of Study

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

Foundation Maths 1 & 2

Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects, including VET studies, and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Students are encouraged to use appropriate technology in all areas of their study. These units will be especially useful for students undertaking VET studies.

The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Handling data' and 'Measurement'.

Use for further study: This course can give credit to units of TAFE study where the student is undertaking TAFE classes in the school. Eg. Welding/Engineering classes. Students wishing to undertake further study at the VCE level would progress to VCE General Mathematics units 1 and 2.

Use for employment: Students gain credit for two units of Mathematics at the VCE level.

Maths Methods (CAS) 1 & 2

These Units are suitable for students who did very well in Year 10 Mathematics (particularly in Algebra) and want to develop their mathematical understanding significantly in Year 11 and intend to attempt Mathematical Methods in Year 12. The Areas of study are: Algebra, Functions and Graphs, Rates of Change and Calculus, and Probability.

Use for further study: Required unit to attempt Mathematical Methods 3 & 4 and Specialist Mathematics 3 & 4. Very useful if considering tertiary study in courses including computing, physical sciences, engineering or medicine.

Use for employment: All mathematics units help with analytical thinking and are an advantage in any field that uses mathematics or mathematical reasoning, including the sciences, computing or electrical traineeships, and engineering fields.

General Maths 1 & 2

These Units are suitable for students who were successful with Year 10 Mathematics (including those who struggled but succeeded with extra effort) and want to develop their mathematical understanding a little more in Year 11. General Maths is a pre-requisite study for Further Mathematics in Year 12.

The areas of study for Unit 1 and Unit 2 of General Mathematics are 'Arithmetic', 'Data analysis and simulation', 'Algebra', 'Graphs of linear and non-linear relations', 'Decision and business mathematics' and 'Geometry and trigonometry'.

Use for further study: Primarily designed as preparation for Further Mathematics unit 3 and 4. Frequently stipulated as a pre-requisite/ required knowledge for careers in Business, Science, Health Sciences (including nursing), and the Police force, Engineering, Education and Information Technology.

Use for employment: Wide range of applications including science, health sciences, engineering, a wide range of technical traineeships and apprenticeships, officers in the army or police force, management, business administration, careers in academic & research, teaching, accounting, and banking

FURTHER MATHEMATICS UNIT 3 & 4

These Units are suitable for students who have successfully completed General Mathematics Further 1 and 2 or Mathematical Methods 1 and 2 and require a more practically relevant and related Year 12 mathematics. The Areas of Study are: Data Analysis and three from the following: Number Patterns, Geometry and Trigonometry, Graphs and Relations, Business-Related Mathematics, Matrices and Networks and Decision Mathematics.

MATHEMATICAL METHODS (CAS) UNIT 3 & 4

These Units are suitable for students who have successfully completed Mathematical Methods 1 and 2 and require or choose to study a more rigorous Year 12 mathematics course. The Areas of Study are: Algebra, Functions and Graphs, Probability and Calculus.

SPECIALIST MATHEMATICS UNIT 3 & 4

These Units are suitable for students who have successfully completed Mathematical Methods (CAS) 1 and 2 and General Mathematics- (Advanced) 1 and 2 and require a rigorous Year 12 Mathematics. Specialist Mathematics consists of the following areas of study: 'Functions, relations and graphs', 'Algebra', 'Calculus', 'Vectors' and 'Mechanics'.

PHYSICAL EDUCATION

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the complex interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, together with the wide social attitudes to and understanding of physical activity.

UNIT 3 – Physiological and participatory perspectives of physical activity

Students are introduced to an understanding of physical activity from a physiological perspective. In particular, the contribution of energy systems to performance in physical activity is explored, as well as the health benefits to be gained from participation in regular physical activity.

UNIT 4 – Enhancing physical performance

Students experience a variety of practical activities involving a range of training methods and fitness activities. Students learn to accurately assess the particular energy and fitness needs of the sport or activity for which an athlete is training, through analysis of data collected from a game or activity. Students will design and participate in a 6 week training program and will be expected to analyse test results, evaluate the effectiveness of the training program. Students will also learn about a variety of performance enhancement strategies.

The study of Physical Education prepares students for such fields as human movement, nursing or physiotherapy, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits.

PHYSICS

Physics, the most fundamental science, is the study of how and of why things work. Using a combination of reason and Mathematics, students come to understand electricity, movement, light, sound, radiation, gravity and heat. This course promotes the development of students' ability to use physics to explain phenomena and events, and their technological applications. The development of practical skills in investigating physical phenomena is an essential part of the subject.

UNIT 1

This unit focuses on Physics as a human endeavour. Students undertake regular experimental work in the laboratory starting with simple observations and measurements. Unit 1 consists of two prescribed areas of study: Nuclear physics and radioactivity; Electricity; and a third area of study to be chosen from one of six detailed studies: Astronomy, Astrophysics, Energy from the nucleus, Investigations: Flight, Investigations: Sustainable energy sources and Medical physics.

UNIT 2

This unit focuses on the application of models to more complex phenomena – motion and light – developed within contexts that are familiar to students and relevant to their experiences. Students continue to undertake extensive and regular experimental work in the laboratory. The use of simple mathematical modelling, including calculations, to organise first-hand and second-hand data, to make predictions and to link concepts is further developed and applied to more extensive data.

UNIT 3

This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced.

UNIT 4

This unit covers the core areas of Electric Power and interactions of Light and Matter. There is also an option to study one of the following detailed studies: Synchrotron and its applications, Photonics, and Sound. Students study the generation, transmission, distribution and use of electric power. They development of models that explain the complex interactions of light and matter are also considered. The detailed studies provide examples of innovative technologies used for research and communication.

The knowledge gained through physics will enhance students' ability to be innovative and contribute to the intelligent and careful use of resources. This knowledge can be used, for example, in industrial, medical, engineering and technical applications. Physics is useful for gaining entry to tertiary Science courses, particularly engineering courses and other science courses. It is a prerequisite for entry to some university Science courses.

PSYCHOLOGY

In the VCE study of Psychology, students explore complex human behaviours and thought processes. They develop empathetic understandings and an understanding of mental health issues in society. Students are given the opportunity to apply psychological principles to everyday situations such as workplace and social relations. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour. The study assists students to further develop effective language skills for communication, and numeracy skills for research, data analysis and other applications. In addition, students develop a range of broader skills including those of problem solving, critical evaluation and the application of processes of scientific inquiry.

UNIT 1 – Introduction to Psychology

In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. Students consider influences on perception and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan. The study of research methods is integrated throughout the unit.

UNIT 2 – Self and others

In this unit students look at the way a person's attitudes and behaviours can affect the way they view themselves and the way they relate to others. They gain an understanding of what influences the formation of attitudes of individuals and behaviours of groups and how this can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure and responses to group behaviour. The differences in intelligence and personality of individuals and their methods of assessment are studied. The differences between individuals, groups and cultures is analysed through different psychological perspectives which are informed by both classic and contemporary theories. Research methods of psychology are studied throughout the unit.

UNIT 3 - The conscious self

This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep. Students consider the function of the nervous system in memory and investigate the ways in which information is processed, stored and utilised. They apply different theories of memory and forgetting to their everyday learning experiences.

UNIT 4 - Brain, behaviour and experience

This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. Students build on their conceptual understanding of learning to consider it as one of several important facets involved in a biopsychosocial approach to the analysis of mental health and illness. They consider different concepts of normality, and learn to differentiate between normal responses such as stress to external stimuli, and mental disorders.

The study of Psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities in a variety of settings. These include academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.

STUDIO ARTS

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of artmaking. The study establishes effective art practices through the application of an individual design process to assist the student's production of a folio of artworks. Students' research focuses on the visual analysis of artworks and investigates how artists have interpreted sources of inspiration and influences in their artmaking. They also examine how artists have used materials, techniques and processes to create aesthetic qualities.

UNIT 1 – Artistic inspiration and techniques

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

UNIT 2 – Design exploration and concepts

This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists' ideas and how they have created aesthetic qualities and identifiable styles.

UNIT 3 – Studio production and professional art practices

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

UNIT 4 – Studio Production and Industry Contexts

This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings. Students are expected to visit at least two different exhibition spaces in their current year of study.

Studio Arts can lead to tertiary studies and employment in any creative area such as hairdressing, theatre set design, window dressing, commercial art, teaching, photography, community arts, museum and gallery curatorship and professional artist.

VISUAL COMMUNICATION DESIGN

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Throughout the study students explore manual and digital methods to develop and refine presentations. It provides students with the opportunity to develop an informed approach to understanding and using visual communications and nurtures their ability to think creatively about design solutions in areas beyond design, including science, business, marketing and management.

Unit 1: Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students are introduced to three stages of the design process: researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts in the form of presentation drawings.

Unit 2: Applications of Visual Communication Design

This unit focuses on the application of visual communication design knowledge to create visual communications to meet specific purposes in *designated design fields*. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in visual communication design. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Unit 3: Design thinking and practice

In this unit students gain an understanding of the process designers, from both historical and contemporary design fields, employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Students investigate and experiment with the use of manual and digital methods and use their research and analysis to support the development of their own work. They establish a brief and apply design thinking skills through the design process. This brief and investigation work underpins the developmental and refinement work undertaken in Unit 4.

Unit 4: Design development and presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused. They will also devise a pitch to communicate their design thinking and decision making to the client.

The study of Visual Communication and Design can lead to tertiary studies in the fields of architecture, engineering, graphic, industrial and multimedia design, advertising and marketing, cartography and fashion. It can also be useful in employment fields such as teaching, landscape design, theatre set design, window dressing and film and television.

VCAL – VICTORIAN CERTIFICATE OF APPLIED LEARNING

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for Years 11 & 12 students. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work and like the VCE it is a recognised qualification. Students who choose to do the VCAL are likely to be interested in going on to training at TAFE, doing an apprenticeship or getting a job after completing school. However if you start your VCAL and then decide the VCE is the right option for you after all, it won't be too late for you to change your mind. In fact, any VCE Units and VCAL Units (at Intermediate and Senior level) you complete as part of your VCAL, will count towards your VCE, should you decide to transfer between certificate courses. The VCAL's flexibility enables you to undertake a study program that suits your interests and learning needs.

There are four compulsory strands of study:

Literacy and Numeracy Skills

Your VCAL program must include literacy and numeracy subjects. These can be selected from VCAL Literacy Skills, VCE English, VCAL Numeracy and VCE Maths.

Work Related Skills

In order to develop 'employability' skills, VCAL gives you the choice of undertaking either a structured work placement or part-time apprenticeship/traineeship or part-time work. You can also study Units and Modules that will help prepare you for work, for example occupational health and safety or job interview skills. VCE Industry and Enterprise also counts towards this strand.

Industry Specific Skills or VET

Students are required to undertake a Vocational Education & Training (VET) subject as part of their VCAL program.

Personal Development Skills

As part of your VCAL program you will take part in community-based projects and/or structured activities that will help develop your teamwork skills, self confidence and other skills for life and work.

The VCAL will give you practical work-related experience and a qualification that will be recognised by TAFE institutes and employers. Together these will help you move from school to work, an apprenticeship or traineeship and/or further training at TAFE.

Any VCE Unit students complete as part of their VCAL, count towards the VCE. Therefore students will be able to return to VCE in Year12 if they feel this is a better option for them or continue on with VCAL.

Once you have completed your VCAL you will have earned credit towards a trade or industry certificate and will have knowledge of areas such as Occupational Health & Safety (OH&S). This prior learning will be recognised and count toward your apprenticeship or traineeship.

The VCAL is accredited at 3 levels – Foundation, Intermediate and Senior. You would start and complete your VCAL at the level that matches your needs and abilities. In most cases students complete VCAL level in one year.

VCAL Literacy

VCAL Literacy is designed for use within the Literacy Skills strand of VCAL.

The broad purpose of the Literacy Skills units is to enable the development of skills, knowledge and attitudes in literacy that allows progression in the main social contexts of:

- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life.

These social contexts are not seen to be autonomous and often overlap.

Four domains of literacy have been identified as corresponding with these social contexts:

- literacy for self expression: focuses on aspects of personal and family life, and the cultures which shape these
- literacy for practical purposes: focuses on forms of communication mainly used in workplace and institutional settings and in communication with such organisations
- literacy for knowledge: focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training
- literacy for public debate: focuses on matters of public concern, and the forms of argument, reason and criticism used in the public arena.

The Literacy Skills units are premised on the understanding that effective literacy skills development occurs within social contexts. The application of literacy skills cannot be separated from social context. The overall purpose is to provide an applied 'real life' approach to literacy development. Literacy includes reading, writing and oral communication skills.

STRUCTURE

The Literacy Skills units are designed at three levels – Foundation, Intermediate and Senior.

The three levels reflect the progression in skills, knowledge and attitude development of literacy skills.

At the end of the Foundation Reading and Writing unit students will be able to read and comprehend a range of simple short texts and write a range of short texts in a number of contexts which may be interrelated.

At the end of the Intermediate unit students will be able to read, comprehend and write a range of texts within a variety of contexts.

At the end of the Senior unit students will be able to read, comprehend and write a range of complex texts across a broad range of contexts.

VCAL Numeracy

VCAL Numeracy is designed for use within the Numeracy Skills strand of VCAL.

Rather than the learning outcomes having as their focus the traditional mathematical areas (number, space and shape, data, measurement, and algebra) the purposes or functions to which the mathematics may be put, are given prominence. The learning outcomes still ensure that the skills and knowledge of the mathematics strands are included but they are arranged under a different organisational structure.

The four domains of Numeracy:

Numeracy for Practical Purposes addresses aspects of the physical world to do with designing, making and measuring.

Numeracy for Interpreting Society relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.

Numeracy for Personal Organisation focuses on the numeracy requirements for personal organisational matters involving money, time and travel.

Numeracy for Knowledge deals with mathematical skills needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions.

Underpinning the Numeracy Skills units is the notion that curriculum should be developed to meet the needs of the students. The Numeracy Skills units are aligned with AQF levels I, II and III and provide a link to vocational pathways at those AQF levels. The Numeracy Skills units are designed specifically to allow for such flexibility and courses can be less traditional in design and delivery.

The Numeracy Skills units are designed at three levels – Foundation, Intermediate and Senior. The three levels reflect the progression in skills, knowledge and attitude development of numeracy skills.

Foundation

The Foundation unit enables students to develop the confidence to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives. The mathematics involved includes measurement, shape, numbers, graphs, and use of calculators, which are part of the students' normal routines to do with shopping, travelling, cooking, interpreting public information and telling the time etc. On completion of the award level students will be able to perform everyday mathematical tasks which involve a single mathematical step or process. Their communication about mathematical ideas will mainly be spoken rather than written responses.

Intermediate

The Intermediate unit looks at mathematics applied to tasks which are part of the students' normal routine and also outside their immediate personal environment such as tasks (first-hand or simulated) in the workplace and the community. The purpose is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives. At exit Intermediate level, students will be able to attempt a series of operations or tasks with some confidence, select the appropriate method or approach required and communicate their ideas both verbally and in written form. They would be at ease with straightforward calculations either manually and/or using a calculator.

Senior

Numeracy Skills Senior enables students to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community. It also introduces students to formal areas of mathematical study. The mathematics covered is extended beyond that of the Intermediate level and includes measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem-solving strategies.

VET – VOCATIONAL EDUCATION & TRAINING

VET subjects are substantially different from other VCE subjects in that competence is achieved by demonstrating the ability to do the required tasks. This is called competency-based learning and is the basis of all TAFE courses. VET subjects are industry specific training. Students gain a nationally recognised Certificate as well as their VCE/VCAL.

VET subjects will contribute as Unit 3 - 4 sequences in meeting VCE rules and contribute to VCAL. To gain credit in the VCE students need to complete the first year of the VET course before undertaking the 3/4 sequence. VET subjects with a scored assessment contribute to the ATAR and are considered in a student's four best subjects.

VET courses are undertaken over 2 years. Students who do not complete the full course are eligible to receive a statement of attainment for the units of competence they have successfully completed and credit into VCE/VCAL on a pro-rata basis.

Why choose a VET subject in your VCE/VCAL course?

As preparation for employment.

- Helps students develop work-ready skills as well as introducing them to potential employers or referees.
- Completion of an industry specific certificate is a clear indication of interest in that occupation.

As preparation for further TAFE study.

- Students gain exemption from TAFE modules/units already completed as part of the VET subject.
- Demonstrates interest in the particular industry eg. Hospitality, which could assist in gaining a place in a course.

As preparation for University study.

- The VET subject will contribute to the ATAR.
- Gives students work skills for part time work.
- Demonstrates interest in the particular industry eg. Media, which could assist in gaining a place in a course.

Arrangements for VET Subjects In 2014

The following VET subjects are offered at Tallangatta Secondary College:

Hospitality

Sport and Recreation

Furnishings

Engineering

Automotive

Building and Construction

These subjects are delivered as part of the Secondary College program and students attend classes as they would other VCE subjects.

Equine

The arrangement for the delivery of Equine Studies is that this subject is delivered by Bright P – 12 and includes fortnightly contact via teleconferencing. Students work on the studies on their own and are required to attend a 3 day camp.

Desktop Publishing

This unit is part of the Colleges arrangement to produce the Tallangatta Herald and there are limits on student numbers. The delivery is flexible and students are supervised by staff and assessed during their production of the Herald.

Agriculture

This unit is delivered through Wodonga TAFE with monthly site visits.

We also offer students the opportunity to undertake VET subjects off campus at either Riverina TAFE Albury or through Wodonga Senior Secondary College. Students are transported by the College to the campus of the institute delivering the training on one afternoon a week (Tuesday or Wednesday). The sessions operate from 1.30pm – 5.00pm and students are required to make their own arrangements to get home.

The VET subjects offered off campus are:

- Hair and Beauty
- Electro-technology
- Children's Services
- Allied Health
- Animal Care
- Information Technology
- Plumbing

Costs

These subjects are expensive to run however schools receive some funding from the Department of Education towards the cost of running the subject. Most courses at the College have a cost for consumables and may have further costs and requirements such as uniforms.

School Based New Apprenticeship

Students may consider a part-time school based new apprenticeship as another vocational option in their VCE/VCAL

VCE VET AGRICULTURE

AHC20110 CERTIFICATE II IN AGRICULTURE

The VCE VET Agriculture is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in related industries.

Certificate II in Agriculture provides students with the knowledge and skills to enhance their employment prospects in the agriculture industry. The program covers work health and safety, farm maintenance, animal husbandry and machinery and equipment operation. Depending on the electives chosen, skills can be developed in a range of areas including broad acre cropping, harvesting, maintaining livestock, pest management, irrigation, beekeeping, shearing and routine farm machinery maintenance. In addition, students will learn how to work effectively in the rural industry as well as the basic technical skills to be a supervised worker.

Career opportunities: Certificate II in Agriculture is a work ready pre-employment course designed to assist students in pursuing a career in the agricultural industry through study pathway options, such as an apprenticeship or higher education.

Completion of Certificate II in Agriculture provides students with the skills to work on properties or in rural enterprises engaged in primary production.

With additional training and experience, future employment opportunities may include farm hand, station hand, farm supervisor, wool handler/classer, agronomist, agribusiness administrator.

VET AUTOMOTIVE Certificate II

This is a two year course which aims to provide students with the knowledge and skills to gain employment in the Automotive Industry and will assist with future Diploma or Degree courses in Automotive or Engineering.

You should have a genuine interest in the Automotive industry if you are considering undertaking this Certificate.

All students are required to attend classes at the College once a week after school from 1.30pm – 5.00pm.

Examples of some of the Units contained in this Course:

- Apply safe Working Practices
- Job Seeking Skills
- Communicate Effectively in the Workplace
- Remove and Replace engine assembly
- Remove and Replace clutch assembly
- Level 1 First Aid
- Assemble and disassemble four stroke engine
- Remove and replace wheel and tyre assemblies
- Operate electrical test equipment
- Recharge batteries

Cost- \$100 to cover the cost of consumables used in the course

This course offers various pathways for students undertaking this course of study:

EMPLOYMENT- this course provides knowledge and practical skills associated with a range of automotive vocations, such as motor mechanics, diesel mechanics, panel beating, etc.

TERTIARY STUDIES- This Certificate will qualify students with Victorian TAFE level Certificate 2 in Automotive as well as the full VCE Credit and credit towards the VCAL Certificate. Students with these qualifications who gain an apprenticeship in the Auto area may also gain credits towards their apprenticeship. This unit is also considered highly in Engineering courses at tertiary level.

TAFE- This Certificate will give credit for units completed in Automotive Certificates including the Diploma of Motor Sports at Wodonga TAFE.

GENERAL INTEREST - This Course is useful for any students wanting to increase their general knowledge and interest in motors and cars.

VCE VET BUILDING AND CONSTRUCTION

The VCE VET Building and Construction program is a two year course which provides students with the knowledge and skills that will enhance their employment prospects in the building and construction industry. The Certificate II in Building and Construction provides partial completion of the pre-apprenticeship program in carpentry. This program provides a pathway into a building and construction apprenticeship.

Students should have a genuine interest in the Building industry if they are considering undertaking this Certificate.

COST – 1st Year \$80-00 to cover the cost of consumables used in the course.

2nd Year \$40-00 to cover the cost of consumables used in the course.

What qualification will I receive?

If you satisfactorily complete the VCE VET Building and Construction program, you will have partially completed the 21844VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating – Pre-Apprenticeship).

What will I learn?

The VCE VET Unit 1–2 core units of competence include:

- Workplace safety and industry Induction
- Workplace procedures for environmental sustainability
- Calculations for the building industry
- Carpentry hand tools
- Safe handling of plant and power tools
- Workplace documents and plans

The VCE VET Unit 3–4 sequence incorporate core units such as:

- Building structures
- Introduction to scaffolding
- Levelling
- Quality principles for the building industry
- Basic set out
- Subfloor framing and wall framing
- Wall framing
- External Cladding
- Demolition

What credit will I receive towards my VCE or VCAL?

VCE

You will be eligible for credit of up to four VCE VET units towards their VCE: two units at Unit 1-2 level and a Unit 3-4 sequence.

VCAL

The VCE VET Building and Construction program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.

What career and/or employment opportunities will I have?

The VCE VET Building and Construction program provides partial completion of the 21844VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decoration – Pre-Apprenticeship). Additional training is required to complete the pre-apprenticeship. The training undertaken may lead to a career path within the Building and Construction industry.

Trade qualifications are available in General Construction: Painting and Decorating, Bricklaying/Blocklaying or Carpentry – Framework/Formwork/Finishing.

VET Engineering Studies Certificate II

This is a 2 year program which provides students with the knowledge and skills to achieve units of competence that will enhance their employment prospects in the engineering or engineering related industries. Students will be awarded VCE units 1/2 and 3/4 if the prescribed modules for these units are completed. Similarly, students will receive credit towards their VCAL certificate with the prescribed completion of units.

Students considering undertaking this course should be genuinely interested in the engineering industry. An after school commitment, one night a week from 1.30pm – 5.00pm is required.

This program is jointly delivered with the Wodonga TAFE and the College.

Units of Competence or Modules include:

UNIT 1/2

- Applying basic fabrication techniques
- Welding
- Basic Machining processes
- Hand & Power Tools
- Computations
- Occupational Health & Safety

UNIT 3/4

- Welding
- Fabrication
- Machining
- Producing basic engineering sketches and drawings
- Planning
- Materials Handling

Plus 1 Elective: such as cutting, grinding and turning, or welding and thermal cutting

It is recommended that students undertake structured workplace learning as part of this certificate. While the SWL is not limited to an engineering job site, it is highly desirable that students gain experience in an engineering workshop or workplace. This can be done as part of Year 10 work experience or VCAL work placement.

Cost : \$120.00 plus the cost of safety gear, such as steel capped boots, overalls, helmet, etc.
This fee covers the cost of consumables used in the course.

VCE VET EQUINE

The VCE VET Equine Industry program provides students with the knowledge and skills that will enhance their employment prospects in the equine and equine related industries in the areas of breeding, competition, retail or event management.

What qualification will I receive?

If you satisfactorily complete the VCE VET Equine Industry program, you will receive the 21908VIC Certificate II in Equine Industry. This nationally recognised qualification is issued by the Registered Training Organisation (RTO).

STUDENTS MUST ATTEND A 3 DAY CAMP AND UNDERTAKE A PLACEMENT IN THE EQUINE INDUSTRY.

What will I learn?

The VCE VET Units 1 and 2 core units of competence include working in an equine organisation, handling horses safely, basic emergency life support and daily care for horses. Elective units may include horse riding and driving, assisting in horse preparation for competition, fencing, retail office procedures, assisting in the conduct of an equine industry event, caring for mares and foals, providing advice on equine products and the selection and fitting of equine equipment, gear and clothing. The VCE VET Unit 3 and 4 sequence incorporates core units including carry out horse observation, responding to equine injury and disease, equine anatomy and physiology and determining nutritional requirements for standard breeds or thoroughbreds.

What credit will I receive towards my VCE or VCAL?

VCE

You will be eligible for credit of up to five VCE VET units towards VCE: three units at Units 1 and 2 level and a Unit 3 and 4 sequence.

VCAL

The VCE VET Equine Industry program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.

What career and/or employment opportunities will I have?

The VCE VET Equine Industry program provides an overview of the horse industry. Training undertaken through this qualification can lead to jobs as animal attendants, stable or stud hands, coaches and horse breeders, and industry areas such as racing, veterinary nursing and retail.

VET FURNISHING CERT II (PRE-APPRENTICESHIP CABINET-MAKING)

The VCE VET Furnishing program covers a wide range of work areas within the furnishing industry, particularly cabinet making of all types. The Certificate II in Furnishing provides a pathway into a furnishing apprenticeship. This program provides students with a high degree of skills, knowledge of timber and other furnishing materials and an ability to read plans while working on a range of projects.

What qualification will you receive?

If you satisfactorily complete the VCE VET Furnishing program, you will receive significant accreditation towards LMF20309 Certificate II in Furnishing (Pre-apprenticeship Cabinet Making). This nationally recognised qualification is issued by Wodonga TAFE our Registered Training Organisation (RTO).

What credit will you received towards you VCE or VCAL?

VCE

You will be eligible for credit of between four and seven VCE VET units towards your VCE: between 2 to 5 units at Unit 1 and 2 level and a Units 3 and 4 sequence. A study score is available for this program, which can contribute directly to your ATAR – either as one of your best 4 studies (the primary four) or as your fifth or sixth study.

VCAL

The VCE VET Furnishing program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels. It is a component of the Industry Specific Strand.

Units 1 & 2

Modules

- Follow safe working policies and practices
- Construct a Basic Timber Furnishing Product
- Hand made timber joints
- Join Solid Timber
- Prepare surface Finishing
- First Aid (cost involved \$50 approx.)
- Use Furniture making sector hand and power tools

Practical work to be completed

- Tool box (including drawer and hinged front door)
- Saw stool

Cost \$100.00. This covers the toolbox, Saw Stool, Chair and workbooks.

Units 3 & 4

- Carry out measurements and calculations
- Assemble of furnishing components
- Construct furniture using leg and rail method
- Prepare cutting list from plans and job specifications
- Follow plans to assemble production furniture
- Read and interpret work documents

Practical work to be completed

- Hall table with one drawer
- Chair

Cost \$110.00. This cost covers the table, chair and workbooks. Quality hardwood timber is used for these items

The Certificate II in Furnishing (Pre-apprenticeship Cabinet Making) covers a wide range of work. It provides a pathway to further training and employment in furniture construction. A person working in the furnishing trade may be involved in cabinet making, upholstery, polishing, soft furnishing, picture framing and floor finishing and covering while incorporating elements of creativity with functionality and design.

VCE VET HOSPITALITY – CERTIFICATE II

This course offers you practical and theoretical training drawn from the Nationally Recognised Hospitality Training Package. All units of competency are delivered to industry standards.

VCE VET Units 1 & 2 core units of competence include:

- Work with Colleagues and Customers
- Work in a Socially Diverse Environment
- Follow Health, Safety and Security
- Follow Workplace Hygiene Procedures
- Develop and Update Hospitality Industry Knowledge

Other units covered in this course

- Use basic methods of cookery
- Organise and Prepare Food
- Present Food
- Clean and Maintain Kitchen Premises
- Receive and Store Stock
- Apply Hospitality Skills in the Workplace

VCE VET Units 3 & 4 units of competence include:

- Provide Food & Beverage service
- Prepare & Serve Non-alcoholic Beverages
- Provide Responsible Service of Alcohol
- Develop and Update Food and Beverage Knowledge
- Prepare and Serve Espresso Coffee

WORK EXPERIENCE

40 hours of industry work placement must also be completed (per year). Part-time work in the hospitality industry may be credited towards these hours

COST OF COURSE

Unit 1 & 2 - \$200

This includes foods used in practical classes, safe food handlers certificate

\$75 for uniform (this must be purchased and worn by students as a requirement of the course

\$45 – Book and CD Rom

Unit 3 & 4 - \$200

This includes foods used in practical classes, responsible service of alcohol certificate

\$40 – The Waiters Handbook

EXCURSIONS

Good Food and Wine Show, Coffee Tour and Overnight Food tour

[This program provides background knowledge and skills associated with employment in the hospitality industry. Students will gain credits towards Certificate IV in Hospitality](#)

VET SPORT & RECREATION CERTIFICATE II

This is a two-year course that is both a VCE Unit 1-4 sequence and a nationally accredited qualification. As well as this students will be heavily involved in the Sports Leaders program at the school. This involves coaching and preparing teams at lunchtimes. Coaching on both inter-school sport days, and also our own College sports days. Students will also be working with primary school children, helping them develop fundamental motor skills and helping organise and officiate at sports carnivals

This Certificate will assist with developing the following skills:

Public speaking
Group management
Confidence
Leadership
Responsibility
Maturity
Sporting knowledge

As well as the course, students will also complete the following Coaching modules:

Year 1

- Personal coaching skill development
- Session management.
- Skill Acquisition
- Sports Injuries
- Sports Journalism
- Preparing for Competition

Year 2

- Sports Psychology
- Nutrition for Sport
- Fitness and Training Methods
- Values and Attitudes in Sport

Students also complete the Level 2 First Aid at a cost of approximately \$50.

ASSESSMENT FOR THIS COURSE IS BASED ON ACHIEVING THE COMPETENCIES FOR EACH OF THE TAFE MODULES AND ALSO AT THE END OF THE SECOND YEAR STUDENTS SIT AN EXAM WHICH IS INCLUDED IN THEIR STUDY SCORE

Pathways for this unit of study.

Use for further study – Chiropractor, Sports' Medicine, Personal Trainer, Gym Instructor, Physiotherapy, Swim Teacher, Coaching, Massage and Sports Administration