

**2024**

**Senior School**

**Subject Selection Guide**

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*For further information on VCE, VCAL and VET please go to the VCAA website at:* [*www.vcaa.vic.edu.au*](http://www.vcaa.vic.edu.au)

**Assistant Principal Introduction**

A person with long blonde hair

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A Senior School with consistently high student achievement results as well as high-quality senior pathways, CESC has become recognised for its excellence, high expectations and outstanding results. In 2021 and 2022, all VCE students received their first preference and for the past 3 years, VCAL students have received Achievement Awards. The school’s journey is exceptional and in both 2019, and again in 2020, the school was named most improved state school and one of the top most improved with respect to median study scores. The 2020 VCE median study score was 31 and was the state’s fifth highest English mean study score behind 3 select entry schools. The college has continued to excel achieveing a median study of 32 in 2021. In 2022, our VCE median study score was 33 and we were ranked in the top 10 public schools in the state.

**Victoria’s senior secondary education is changing.** From 2023, the new VCE Vocational Major will replace Intermediate and Senior VCAL. This means the VCE will recognise different students equally. The new Victorian Pathways Certificate (VPC) will replace Foundation VCAL. Students will have more education choices, a higher-quality curriculum and better workplace experiences – preparing them for further study, training at TAFE or work. From 2023, more students will study the VCE. That is because the VCE will include the Vocational Major, a 2-year program that sits within the VCE. There will also be the Victorian Pathways Certificate for those who need flexibility in their learning. A new information and awareness campaign, Many Talents, One VCE will roll out explaining the changes. The changes are a result of the <https://www.vic.gov.au/review-vocational-and-applied-learning-pathways-senior-secondary-schooling> (the Firth review). The review found we needed to improve vocational learning in schools. Schools currently offering VCAL will switch to the VCE Vocational Major from 2023. Teachers and careers counsellors are available to answer questions and to support students as they make decisions about their final years at school. Now students will have greater access to hi gh-quality, relevant vocational education and applied learning opportunities. For more information, go to <https://www.vic.gov.au/many-talents-one-vce>

The CESC vision ‘giving every student, every opportunity to exceed their potential by providing a high quality pathway to success’ is achieved by a whole school commitment to ensuring high support, quality advice and extensive pathway options for our students. Subject Expos, subject information sessions lead into the rigorous course counselling. This process leads students towards their chosen pathways whether it be university, TAFE, apprenticeships or employment.

We wish all our students the best as they undertake this important transistion

Carys Freeman

Senior School Assistant Principal

**Senior School Staff**

The following College staff may be of assistance when planning your Senior Studies Course. We encourage you to contact any of our staff members, please call the College on 5990 0200.

|  |  |
| --- | --- |
| Senior School Assistant Principal | Carys Freeman |
| Yr. 11 Team Leader | Elise Corney |
| Yr. 11 Assistant Team Leader | Casey Fulton |
| Yr. 12 Team Leader | Kelly Jessop |
| Yr. 12 Assistant Team Leader | Rebecca Nessim |
| Year 11 Vocational and Applied Learning Coordinator | Jessica Latchford |
| Year 11 Vocational and Applied Learning Assistant Leader | Susan Lonergan |
| Year 12 Vocational and Applied Learning Coordinator | Irene Greenwood |
| Year 12 Vocational and Applied Learning Assistant Leader | Catherine Mears |
| Careers Development Practitioner & Pathways Leader | Nancy Huez-O’Rourke |
| SWL & Work Experience Coordinator & Careers Development Practitioner | Jennelle Little |
| VET Specialist & Careers Development Practitioner | Kate Rolls |
| Careers Administration Assistant & Careers Development Practitioner | Cass Middleton |
| VASS Coordinator & Senior School Administrator | Vanessa Mohr |

**About our Subject Selection Guide**

This guide contains general information and unit descriptions for the Victorian Certificate of Education (VCE) and the VCE VM (Vocational Major).

Students intending to undertake a Year 11 & 12 course at Cranbourne East Secondary College and their parents are advised to use the information and advice contained in this guide to assist them in deciding on an appropriate Senior Studies program.

You are strongly encouraged to check the following websites for further information.

**Victorian Curriculum and Assessment Authority (VCAA)**

The VCAA is an independent statutory body responsible to the Victorian Minister for Education, serving both government and non-government schools. Their website provides access to a wide range of information relating to VCE, VCE VM and VET units: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

Rules and Regulations of VCE, VCE VM and VET: [www.vcaa.vic.edu.au/schooladmin/handbook](http://www.vcaa.vic.edu.au/schooladmin/handbook)

**Victorian Tertiary Admissions Centre (VTAC)**

VTAC is the central office that administers the application processes for places in tertiary courses, scholarships and special entry access schemes at university, TAFE and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC receives and forwards application information and supporting documentation to the relevant authorities at institutions.

Before applying for courses or scholarships, or booking an admission test, you will need to register for a VTAC user account. Some of the features of their website enable students to search for courses, information about Australian Tertiary Admission Rank (ATAR) and set up an account in Courselink to keep track of courses that interest them. [www.vtac.edu.au](http://www.vtac.edu.au)

**Senior Secondary Certificate Reform**

In 2024, students will be enrolled in either the VCE General, the VCE Vocational Major, or the VPC.

The VCE Vocational Major VM is recognised internationally, valued by employers and builds on the strengths of students.

The certificate provides the following:

* flexible timetables that allow students to study at school, TAFE and work
* opportunities to experience real-life workplaces
* subjects that will build students skills and prepare them for life after school
* greater access to high quality VET learning, either in school, a neighboring school or a local TAFE
* opportunities to engage in VCE units of study

**Course selection for 2024**

We are supporting all students in their course selections for 2024 and are providing the following advice and information to students considering a VCE Vocation Major VM pathway.

This approach provides assurance and clarity to current Year 11 students some of whom will be among the first cohort to receive a VCE Vocational Major VM Certificate in 2023.

The following diagram sets out the senior secondary pathways for students commencing the VCE or VCE VM in 2024.

Timeline

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\* \* Note: Students can also move between certificates

If you would like to talk further about these changes please contact Carys Freeman or Nancy Huez. To learn more about Victoria’s senior secondary certificate reform, you can email the [**Senior Secondary Reform team**](mailto:vcaa.seniorsecondaryreform@education.vic.gov.au) at [vcaa.seniorsecondaryreform@education.vic.gov.au](mailto:vcaa.seniorsecondaryreform@education.vic.gov.au)

**The Course Selection Process**

This guide has been developed to support the Senior School subject selection process for students, parents and guardians. It is a guide only, and not intended to be all encompassing. Students need to be responsible to conduct research in their future career pathway.

**Careers Expo –** Senior students attend the ‘South East Careers Expo, the Careers & VCE Expo and, attend In House Career Seminars’ to obtain information on courses, apprenticeships/traineeships, and explore career options.

**Senior Studies Information Sessions:**

* **Year 10 into Year 11 Senior Studies Information Assembly/Subject Expo**:

Thursday 22nd June 2023 Periods 3 and 4 – All Year 10 classes cancelled

* **Subject Selection Information Evening (Years 9 – 11):**

Tuesday 18th July 2023

* **Year 10 into Year 11 Course Counselling:** **by appointment only**

Tuesday 1st August 2023 & Thursday 3rd August 2023, 1:20pm – 7:40pm

* **Year 11 into Year 12 Course Counselling:** **as required**

Tuesday 8th August 2023, 3pm – 8:00pm

These are vitally important dates. It is during this time that Year 10 students will select the course of study they plan to undertake in 2024. Students and parents will make an appointment with a Course Counsellor. This session is expected to take around 20 minutes and students should attend thoroughly prepared. Students will select the course of study they wish to pursue in 2024 at this meeting. Session times will be between 1:00pm and 8:00pm on each day. Normal classes will run periods 1 -4. Year 10s will be dismissed at lunchtime.

We anticipate that student and subject groupings for 2024 should be finalised by early Term 4. Parents will be notified of course costs after this date, but should be aware that some courses are expensive due to activities undertaken. Approximate costs will be outlined at the counselling sessions.

During Term 4 all Senior School students will participate in step-up. Students will attend the subjects they have chosen or been allocated to. They will be given some work to complete over the holiday period, and will undergo a series of Verification Tests in February 2024.

**Careers @ Cranbourne East**

At Cranbourne East Secondary College, we provide a high-level careers program from Years 7 to 12. Staff, students, and families are supported by qualified Career Practitioners who provide significant opportunities throughout a student’s time at the college. Some of these include:

* Workshops for students in Years 7 and 8 in career self-exploration
* My Career Insights – Morrisby assessment for all Year 9 students, which provides free access to a career diagnostic tool, followed by a one-on-one career counselling session by an external qualified and accredited careers practitioner
* access to a careers e-portfolio, an online platform that allows students to keep all of their career planning in one place, including their career action plans
* an individual annual Career Action Plan which can be linked to personalised learning and support plans
* open access to their digital Career Action Plan
* careers counselling prior to choosing their senior secondary subject selection and further education and training courses
* Individual Careers Pathways meetings

**The Career Education team also:**

* manage internal and external VET programs
* facilitating external work experience and structured workplace Learning (Yr. 10 & VCE VM)
* organise careers related incursions and excursions
* support Year 12 students with VTAC applications support
* support the implementation of the course selection interviews

**Have you visited our Careers website?**

Located at [www.cesccareers.com](http://www.cesccareers.com) or pressing the Careers Page link in the Star drop down in Comapss.

A screenshot of a video game

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This website is a one-stop shop for all careers-related information and can be used by students for all their careers and pathways research and planning. This year we have a purpose-built Careers Hub next to the Blue Building.

As the team is very popular at peak times, students are encouraged to make an appointment in advance to ensure they see someone promptly.

**VTAC Course Search**

This is an easy tool to look up a course you might be interested in so you can find out more about it and what subjects you should undertake to ensure you can fulfil that pathway.



**Careers Targets**

Click the Careers Targets, and you can select from the following areas of interest to view a range of career pathways this subject area could lead you to.

[Art](https://www.cesccareers.com/career-targets/1) [Automotive](https://www.cesccareers.com/career-targets/2) [Biology](https://www.cesccareers.com/career-targets/3)

[Business Studies](https://www.cesccareers.com/career-targets/4) [Chemistry](https://www.cesccareers.com/career-targets/5)

[Community Services](https://www.cesccareers.com/career-targets/6) [Computing & IT](https://www.cesccareers.com/career-targets/7)

[Construction](https://www.cesccareers.com/career-targets/8) [Economics](https://www.cesccareers.com/career-targets/9)

[Electrotechnology](https://www.cesccareers.com/career-targets/10) [Engineering](https://www.cesccareers.com/career-targets/34)

[English](https://www.cesccareers.com/career-targets/11) [Entertainment](https://www.cesccareers.com/career-targets/12)

[Environmental Science](https://www.cesccareers.com/career-targets/13) [Food Studies](https://www.cesccareers.com/career-targets/14)

[Geography](https://www.cesccareers.com/career-targets/15) [Health](https://www.cesccareers.com/career-targets/16) [History](https://www.cesccareers.com/career-targets/17)

[Home Economics](https://www.cesccareers.com/career-targets/18) [Hospitality](https://www.cesccareers.com/career-targets/19)

[Industrial Arts](https://www.cesccareers.com/career-targets/20) [Languages](https://www.cesccareers.com/career-targets/21) [Maths](https://www.cesccareers.com/career-targets/22)

[Media Studies](https://www.cesccareers.com/career-targets/23) [Metalwork & Engineering](https://www.cesccareers.com/career-targets/24)

[Music](https://www.cesccareers.com/career-targets/25) [Outdoor Education](https://www.cesccareers.com/career-targets/26)

[Performing Arts](https://www.cesccareers.com/career-targets/27) [Psychology](https://www.cesccareers.com/career-targets/35)

[Physical Education](https://www.cesccareers.com/career-targets/28) [Physics](https://www.cesccareers.com/career-targets/29)

[Retail](https://www.cesccareers.com/career-targets/30) [Rural Studies](https://www.cesccareers.com/career-targets/31) [Social Science](https://www.cesccareers.com/career-targets/32)

[Textiles & Design](https://www.cesccareers.com/career-targets/33)

**Understanding the different Career Pathways and Options**

Diagram, text

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**Useful Websites**

**VCAA**

VCAA is the body that administers and regulates the delivery of VCE, VCE-VM and VET programs. The information available includes:

* Study Designs
* Administration and Assessment Policies
* Example Exams
* Information about Scholarships, Competitions and celebrations of student achievement [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

**VTAC**

The Victorian Tertiary Admissions Centre (VTAC) is the central office that administers the application processes for places in tertiary courses, scholarships and the Special Entry Access Scheme at universities, TAFEs and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC receives and forwards application information and supporting documentation to the relevant authorities at institutions.

[www.vtac.edu.au](http://www.vtac.edu.au)

**Career Tools**

We aim to provide you with the latest information to help you decide about your future career and life beyond school.

You can use this site to locate Universities, TAFE and any other course across Australia, get information about the VCE, search for job vacancies and more. Feel free to drop into the Careers Hub if you have any questions.

<https://www.cesccareers.com>

**Job Outlook**

Job Outlook makes it easy to find and understand career information.

[www.joboutlook.gov.au](http://www.joboutlook.gov.au)

**My Future-Career Information**

My Future provides various information on career planning, training options and profiles on different occupations. A good starting point to talk about careers.

[www.myfuture.edu.au](http://www.myfuture.edu.au)

**VCE Subject Teacher Contacts**

The following is a list of VCE subjects which we anticipate will be offered at CESC in 2024. Also listed are staff who may be able to assist you with specific information about the different studies.

|  |  |  |
| --- | --- | --- |
| Accounting | Matthew Donnelly | Year 12 Office |
| Applied Computing | Tom Portelli | Year 12 Office |
| Art Creative Practice | Suzanne Arnott | Year 12 Office |
| Biology | Veronica Guthrie | Year 12 Office |
| Bridging EAL | Angela Grillias | Year 10 Office |
| Business Management | Irene Greenwood | Vocational & Applied Learning Office |
| Chemistry | Anika Thapliyal | Year 12 Office |
| Dance | Jessikah Jemmeson | Year 7 Office |
| Drama | Jessika Jemmeson | Year 7 Office |
| Economics | Steve Culbert | Year 11 Office |
| English | Casey Brack | Year 12 Office |
| English as an Additional Language | Melissa Kendall | Year 12 Office |
| Food Studies | Casey Fulton | Year 11 Office |
| Foundation Maths | Justin Savio | Year 12 Office |
| General Maths Units 1 - 4 | Jason Darlington  Shaldon Moroney  Veronica Guthrie  Renu Sood | Year 12 Office |
| Health and Human Development | Elise Corney | Year 11 Office |
| History Revolutions | Sally Elliott | Year 10 Office |
| Legal Studies | Sawsan Hassan | Vocational & Applied Learning Office |
| Literature | Casey Brack | Year 12 Office |
| Mathematics Methods (CAS) | Jason Darlington  Kanchan Sharma | Year 12 Office  Year 10 Office |
| Media | Lian Battle | Year 9 Office |
| Modern History | Sally Elliott | Year 10 Office |
| Music Performance | Scott Hobson | Year 8 Office |
| Outdoor & Environmental Studies | Dylan Cousins | Year 9 Office |
| Physical Education | Dylan Cousins | Year 9 Office |
| Physics | Sara Kaur | Year 12 Office |
| Product Design and Technology | Adam Cooper | Year 11 Office |
| Psychology | Kelly Jessop | Year 12 Office |
| Software Development | Tom Portelli | Year 12 Office |
| Specialist Maths | Justin Savio | Year 12 Office |
| Systems Engineering | Adam Cooper | Year 11 Office |
| Visual Communication &Design | Sarah Chapman | Year 11 Office |

|  |  |  |
| --- | --- | --- |
| VCE Vocational Major VM | Sawsan Hassan  Irene Greenwood  Jessica Latchford | Vocational & Applied Learning Office |
| VET in Schools, Careers & SWL: | Nancy Huez-O’Rourke  Kate Rolls  Jennelle Little | Careers Resource Centre &  Red Careers Office |

**Victorian Certificate of Education (VCE)**

**What is VCE?**

The VCE is a senior secondary certificate that provides pathways to tertiary education, advanced certificate courses and the workforce. It is an internationally recognised certificate which is normally studied over a two-year period; however, it can take longer for some students to complete the certificate. Students typically study Units 1 and 2 in their first year, and Units 3 and 4 in their second year of the VCE. You can study Units 1 and 2 of a study as stand-alone units. However, you must enrol in Units 3 and 4 of a study as a sequence, which needs to be completed in the same year if a study score is to be calculated. Students typically study between 20 and 24 units (five or six studies) between Years 10 to 12.

**Satisfactory Completion of the VCE**

Students must satisfactorily complete at least 16 units to be awarded the VCE. Included in these 16 units must be:

* At least three English related units
* At least 3 sequences of units 3 and 4 other than English

**NOTE: Tertiary entrance students must satisfactorily complete Units 3 and 4 English**

It may be possible, depending upon teacher recommendation, for a student in Yr. 11 to undertake a Unit 3 and 4 sequence. This should be discussed with the student’s Course Counsellor.

**Satisfactory Completion of a Unit**

Satisfactory completion of a VCE unit depends on the successful completion of each of the Outcomes that make up that unit. Each VCE unit has at least 2 to 4 Outcomes. Successful completion of the Outcomes is based on the teacher’s assessment of a student’s performance on School Assessed Coursework (SACs).

Cranbourne East Secondary College, in accordance with the VCAA (Victorian Curriculum and Assessment Authority) requirements, determines satisfactory completion of units. If students completed the work requirements and assessment set for each Outcome, then the student will gain credit for the unit and this will be reported on the mid or end-of semester report as an ‘S’ – Satisfactory Completion. A student who does not meet the requirements will not gain a credit for the unit and this will be reported as an ‘N’ – Not Satisfactory Completion.

**Choosing a VCE Program**

Choosing a career is often a challenging task because career development is a long-term process. As we grow, we change, and so do our goals and preferred career outcomes. At the same time, we are aware that employment and the labour market are constantly changing and that the career or occupation we focus on now may simply not exist in five, ten or twenty years.

Typically, a student choosing a senior course for 2024 can expect it to be at least two years before joining the full-time workforce. For those who intend to go onto further study, TAFE or University, this could be extended by up to six more years that is until 2029.

Aside from all the usual advice of consulting TAFE and University course guides, job guides and career practitioners, it is important to ***keep your options open***. By broadening your choices, you can enhance your future career possibilities. It is well known that you are more likely to succeed in subjects that suit your strengths, aptitudes, and interests.

***Note: Keeping options open does not mean you should take subjects in which you have no interest or little ability! This will restrict rather than enhance your options.***

**Selecting your VCE Program**

In selecting subjects, it is important for students to consider the following:

* Choose subjects you will most likely succeed in, these are usually subjects of ***INTEREST***
* Choose subjects that you are most likely to enjoy, you will be ***INTERESTED*** in these
* Check the prerequisites for university or TAFE courses of ***INTEREST*** to you

When selecting **YOUR** individual program:

* **DO NOT** select a program based on what your friends are choosing, they have different strengths, aptitudes, and interests to you
* **DO NOT** select a program based on a teacher that you like, there are NO guarantees that they will be your teacher
* **DO NOT** choose a subject based on whether it will be scaled up, if you cannot do the subject, this will impact on your results in a negative way. Select subjects that do interest you and you can do

**What is a Prerequisite?**

A prerequisite is a VCE unit or sequence of units that you **must** successfully complete in order to be eligible to apply for a particular course. For example, an Engineering course might list that Mathematics Methods and Physics Units 3 and 4 are prerequisites. This means that if you have not successfully completed these units you will not be considered for entry into the course.

In some cases, the prerequisite may require not only the subject, but also the lowest acceptable Study Score. For example, a Medical course might require a minimum Study Score of 30 in Chemistry as a prerequisite. In this circumstance, regardless of how well you go in all other subjects, your placement will not be considered if your Study Score is less than 30 in Chemistry.

Where a career pathway involves a university or TAFE course, you should check whether there are any VCE prerequisites before finalising your VCE course. If you discover you need to take subjects in which you have little or no interest, or with which you are likely to struggle, ask yourself if you are prepared and able to put in the work and effort necessary to achieve success in those subjects. If not, think again!

**Why do courses have Prerequisites?**

Prerequisites are set for many reasons, not simply to make it more difficult for students to gain entry to the course. Prerequisites are usually set because:

* The course will involve study in that particular area
* The course is designed on the assumption that students have already achieved a certain standard in the prerequisite study

**Where to find information on VCE Prerequisites**

Each year the Victorian Tertiary Admissions Centre (VTAC) publishes a list of prerequisite subjects for that year’s group of Year 10 students. This year they will publish Tertiary Entrance Requirements as a supplement to The Age and Herald Sun in July. This is an invaluable resource, not only for choosing a VCE course, but also for checking which course you can apply for at the end of Year 12.

The information is also available from the VTAC website [www.vtac.edu.au](http://www.vtac.edu.au)

**Mathematics in VCE**

Many students and parents are concerned about completing Mathematics during the VCE, and about which specific Mathematics subjects they should complete.

Firstly, the best advice that can be given to prospective Senior School students is **complete the highest level of Mathematics of which you are capable**. There is simply no question that completing Mathematics at VCE opens up many future options for students, ranging from some pre-apprenticeship TAFE courses through to all Primary Teaching qualifications.

Specific courses do have prerequisite Mathematics subjects and students should ensure that they inform themselves of what will be required for their intended courses through the relevant literature.

Secondly, all students **do not** have to complete VCE Mathematics. It is certainly in their best interests to finish at least Unit 1 and 2 in Mathematics, but it is not mandatory. For example, if a student cannot do Mathematics, then it is not in their best interest to complete the study as they may not be successful in this.

Finally, students intending to study Mathematic subjects at Year 12 will need to select the appropriate prerequisite Mathematics Units in Year 11 to allow them to enter their selections the following year.

**Mathematics Subject Map**

A diagram of mathematics

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**Note: In order to study Specialist Maths you must also be studying Maths Methods at the same time.**

**VCE Vocational Major VM**

**What is VCE Vocational Major VM?**

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

The VCE Vocational Major is a two-year program over Years 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

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

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

**How is the Vocational Major VM structured?**

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

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

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

**What does a Year 11 Vocational Major VM course look like?**

**You have two options to select from:**

**Program 1: VCEVM SWL- R**

* Three days a week studying in the classroom (Literacy, Numeracy, Work Related Skills, and Personal Development Skills and one VET Elective, at the relevant level).
* One day a week in their Vocational Education and Training in Schools (VET Program).
* One day a week Structured Workplace Learning (SWL) in their chosen Industry, which aligns with their VET Program.

**Program 2: VCE VM/GEN**

* Four days a week studying in the classroom (Literacy, Numeracy, Work Related Skills, and Personal Development Skills, one VET Elective).
* One day a week in their Voctional Education and Training in Schools (VET Program).
* One day a week completing a VCE subject.

**What does a Year 12 Vocational Major VM course look like?**

* Three days a week studying in the classroom (Literacy, Numeracy, Work Related Skills, and Personal Development Skills at the relevant level)
* One day a week in their Vocational Education and Training in Schools (VET Program)
* One day a week Structured Workplace Learning (SWL) in their chosen Industry

**Is VCE-Vocational Major for you?**

If you are seriously considering the Vocational Major as an option for you, it is vital you read through the tick sheet below and check that you are making the right decision.  You need to be able to confidently tick each point.  If you need more information, please speak to Mrs Greenwood, Miss Latchford, Miss Mrs Mears or Miss Carney.

|  |  |
| --- | --- |
| VCE Vocational Major is a course for students who do not require an ATAR Score. |  |
| It is a course suited for young people who wish to gain an apprenticeship or traineeship. |  |
| If intending to go on to TAFE at the end of Year 12, students should carefully check that they are able to qualify for their TAFE course by completing VCE Vocational Major.  In most cases this won’t be a problem. |  |
| Students must complete a minimum of 180 hours per year of a VET/TAFE course as part of their VCE Vocational Major certificate. |  |
| Although the VET/TAFE component of the VCE Vocational Major program is heavily subsidised by Government funding, students may have to pay costs of $500 or more per year depending on their chosen VET/TAFE course.  For example, a specialist make-up course can be close to $2000.  Costs TBA. |  |
| VET/TAFE attendance will require students to be able to make their own way to the course location.  This will be at the student’s own expense. |  |
| Students must be prepared to complete ongoing work placement one day per week.  Structured Workplace Learning is a compulsory part of the course and Work Experience in year 10 is a prerequisite. |  |
| Students must seek out their own work placements. |  |
| Structured Workplace Learning will need to be linked to the VET/TAFE course you are enrolled in. |  |
| Attendance at school, VET Course and Work Placement is vital if you are to complete your VCE Vocational Major certificate. |  |
| Although students will be completing more practical subjects, there is still a writing/theory component to all classes including VET/TAFE. |  |
| Students need to be prepared to work independently of teacher assistance. |  |

**How does VCE Vocational Major run at Cranbourne East Secondary College?**

To successfully complete a VCE Vocational Major certificate, students must complete 16 units across two years.

**VCE Vocational Major VM Subjects**

**Literacy**

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

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

**Numeracy**

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

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

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

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

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

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

**Personal Development Skills**

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

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

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

**Work Related Skills**

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

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

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

**Vocational Major VM Assessment**

Students are assessed against learning outcomes in each of the four strands. All strands must be satisfactorily completed to successfully obtain a VCE VM certificate.

All units in the VCE VM program are assessed by students’ teachers and the Registered Training Organisation (RTO) where they complete their VET studies.

**Vocational Major VM Certification**

Upon successful completion of their VCE VM program, students will receive a Statement of Results, detailing the areas of study they have completed towards their VCE VM Certificate and a VET Statement of Attainment.

**VCE Vocational Major VM (further information)**

**Literacy**

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

Texts are drawn from a wide range of contexts and are focused on participating in the workplace and community.

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

Students must complete 3 sequential units including unit 3 and 4 of Literacy to be awarded the VCE Vocational Major Certificate.

**Unit 1**

This unit focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students examine the structures and features of different text types, and examine how they are influenced by purpose, context, audience and culture. They will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings.

Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts, and social media. As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

**Area of Study 1: Literacy for personal use**

**Area of Study 2: Understanding and creating digital texts**

**Assessment:**

Students will be assessed in a various ways including:

* Written tasks
* Structured questions
* Oral presentations
* Digital presentations
* Integrated projects

**Unit 2**

In this unit, students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. Students learn to accurately reference and acknowledge the evidence they select.

**Area of Study 1: Understanding issues and voices**

**Area of Study 2: Responding to opinions**

**Assessment:**

Students will be assessed in a various ways including:

* Written tasks
* Structured questions
* Oral presentations
* Digital presentations
* Integrated projects

**Unit 3**

In this unit, students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos, and vocational and workplace texts. Students focus on texts about an individual’s rights and responsibilities within organisations, workplaces, and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

**Area of Study 1: Accessing and understanding informational, organisational and procedural texts**

**Area of Study 2: Creating and responding to organisational, informational or procedural texts**

**Assessment:**

Students will be assessed in a various ways including:

* Written tasks
* Structured questions
* Oral presentations
* Digital presentations
* Integrated projects

**Unit 4**

In this unit, students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student’s choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a ‘brand’ (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. They will compare and contrast the ways in which same message can be presented through different platforms and consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student’s choice.

**Area of Study 1: Understanding and engaging with literacy for advocacy**

This unit has two outcomes with the second outcome providing students with two options; Option 1: Literacy for civic participation; Option 2: Literacy for everyday personal contexts.

**Area of Study 2: Speaking to Advise or Advocate**

Students will be assessed in a various ways including:

* Written tasks
* Structured questions
* Oral presentations
* Digital presentations
* Integrated projects

**Numeracy**

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

Students develop their problem-solving skills using the problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

For Units 1 - 4, students are required to demonstrate achievement of three outcomes. As a set these outcomes are required to encompass all eight areas of study across Units 1 and 2, and Units 3 and 4.

**Outcome 1 is framed around working mathematically across six different numeracy contexts:**

* Personal numeracy
* Civic numeracy
* Financial numeracy
* Health numeracy
* Vocational numeracy
* Recreational numeracy

**Outcome 2** elaborates and describes a four-stage problem-solving cycle that underpins the capabilities required to solve a mathematical problem embedded in the real world.

**Outcome 3** requires students to develop and use a technical mathematical toolkit as they undertake their numeracy activities and tasks. Students will be able to confidently use multiple mathematical tools, both analogue and digital/technological.

**Unit 1**

In Unit 1, students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

**Areas of study:**

**There are four areas of study for Unit 1:**

Area of Study 1: Number

Area of Study 2: Shape

Area of Study 3: Quantity and measures

Area of Study 4: Relationships

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

**Assessment:**

Students will be assessed in a various ways including:

* Investigations
* Integrated projects
* Multimedia presentations
* Portfolio
* Quizzes
* Structured questions

**Unit 2**

In Unit 2, students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

**Areas of study:**

**There are four areas of study for Unit 2:**

Area of Study 5: Dimension and direction

Area of Study 6: Data

Area of Study 7: Uncertainty

Area of Study 8: Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

**Assessment:**

**Students will be assessed in a various ways including:**

* Investigations
* Integrated projects
* Multimedia presentations
* Portfolio
* Quizzes
* Structured questions

**Unit 3**

In Unit 3, students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

**Areas of study**

**There are four areas of study in Unit 3:**

Area of Study 1: Number

Area of Study 2: Shape

**Area of Study 3: Quantity and measures**

**Area of Study 4: Relationships**

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

**Assessment:**

Students will be assessed in a various ways including:

* Investigations
* Integrated projects
* Multimedia presentations
* Portfolio
* Quizzes
* Structured questions

**Unit 4**

In Unit 4, students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

**Areas of study:**

**There are four areas of study for Unit 4:**

Area of Study 5: Dimension and direction

Area of Study 6: Data

Area of Study 7: Uncertainty

Area of Study 8: Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

**Assessment:**

Students will be assessed in a various ways including:

* Investigations
* Integrated projects
* Multimedia presentations
* Portfolio
* Quizzes
* Structured questions

**Personal Development Skills**

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

Students explore concepts of effective leadership, self-management, project planning and teamwork to support them to engage in their work, community, and personal environments. In PDS, students will engage in large community-based projects where they will demonstrate their teamwork, organisation and leadership skills.

**Unit 1: Healthy Individuals**

Unit 1 PDS focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual’s perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

**Area of Study 1:** Personal identity and emotional intelligence

**Area of Study 2:** Community health and wellbeing

**Area of Study 3:** Promoting a healthy life

**Assessment:**

Students will be assessed in a various ways including:

* reflective journals
* case studies
* performances
* debates
* oral presentations
* structured questions
* digital presentations and reports
* Research tasks
* Project plans and proposals

**Unit 2: Connecting with Community**

Unit 2 PDS focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

**Area of Study 1:** What is community?

**Area of Study 2:** Community cohesion

**Area of Study 3:** Engaging and supporting community

**Assessment:**

Students will be assessed in a various ways including:

* reflective journals
* case studies
* performances
* debates
* oral presentations
* structured questions
* digital presentations and reports
* Research tasks
* Project plans and proposals

**Unit 3: Leadership and Teamwork**

Unit 3 PDS considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

**Area of Study 1:** Social awareness and interpersonal skills

**Area of Study 2:** Effective leadership

**Area of Study 3:** Effective teamwork

**Assessment:**

Students will be assessed in a various ways including:

* reflective journals
* case studies
* performances
* debates
* oral presentations
* structured questions
* digital presentations and reports
* Research tasks
* Project plans and proposals

**Unit 4: Community Project**

Unit 4 PDS focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic, and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved and will engage in a process of planning, implementing, and evaluating a response to a selected community issue. They will conduct research, analyse findings, and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

**Area of Study 1:** Planning a community project

**Area of Study 2:** Implementing a community project

**Area of Study 3:** Evaluating a community project

**Assessment:**

Students will be assessed in a various ways including:

* reflective journals
* case studies
* performances
* debates
* oral presentations
* structured questions
* digital presentations and reports
* Research tasks
* Project plans and proposals

**Work Related Skills**

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

**Unit 1: Careers and learning for the future**

Unit 1 WRS recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities, and education and/or employment goals. They will develop and apply strategies to communicate their findings.

**Area of Study 1:** Future Careers.

**Area of Study 2:** Presentation of career and education goals.

**Assessments:**

Students will be assessed in a various ways including:

* Career and education research tasks
* Case studies
* Career Action Plans
* Digital presentations
* Career reports
* Reflection and evaluation tasks
* Structured questions
* Creating SMART goals

**Unit 2: Workplace skills and capabilities**

In Unit 2 WRS students will consider the changing nature of work and the impact this has on future career pathways. Students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

**Area of Study 1:** Skills and capabilities for employment and further education.

**Area of Study 2:** Transferable skills and capabilities.

**Assessments:**

Students will be assessed in a various ways including:

* Research tasks
* Structured questions
* Case studies
* Report writing
* Digital presentations
* Mock interviews
* Cover letters
* Resumes
* Reflection and evaluation tasks

**Unit 3: Industrial relations, workplace environment and practice.**

Unit 3 WRS focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas: wellbeing, culture and the employee-employer relationship workplace relations, and communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

**Area of Study 1:** Workplace wellbeing and personal accountability

**Area of Study 2:** Workplace responsibilities and rights

**Area of Study 3:** Communication and collaboration

**Assessments:**

Students will be assessed in a various ways including:

* Research tasks
* Case studies
* Report writing
* Digital presentations
* Debate
* Reflection and evaluation tasks
* Interviews
* Structured questions

**Unit 4: Portfolio preparation and presentation**

In Unit 4 WRS, students will explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts. They will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will understand how to prepare a portfolio proposal and how to plan the development of a portfolio. Students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

**Area of Study 1:** Portfolio development

**Area of Study 2:** Portfolio presentation

**Assessments:**

Students will be assessed in a various ways including:

* Research tasks
* Portfolio presentation
* Portfolio evaluation
* Structured questions

**Victorian Pathway Certificate (VPC)**

**Literacy**

In this subject student are required to develop their skills with texts to find information that can be used in a variety of settings including the workplace.

Students are also required to use texts to communicate views and values around various issues in the community plus be involved in informed discussion either verbally or in print.

**Unit 1**

Unit 1 Literacy focuses on building literacy capabilities through the development of skills and knowledge to understand both digital texts and personal literacy in the everyday world.

Literacy for Personal Use aims to develop student knowledge, skills and attributes to read and write simple or short texts. Students read or watch a variety of texts from a diverse range of contexts for a personal purpose, such as finding information. Through discussions and class activities students develop their understanding of the structures and features of these text types and examine how these are influenced by purpose, context and audience.

The purpose of ‘Understanding and Creating Digital Texts’ is to enable students to develop their capacity to engage with, understand and respond to digital platforms, including webpages for vocational and workplace settings, applications, podcasts and social media. Identify and explain the structure of a webpage as well as the types and purposes of different websites. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering a message.

**Module 1: Literacy for Personal Use**

**Module 2: Understanding and Creating Digital Texts**

**Unit 2**

Unit 2 Literacy focuses on exploring issues in the wider world. First by being able to create discussion and debate around particular topics and then being able to verbally provide those responses.

‘Exploring and Understanding Issues’ asks students to engage in issues that create discussion and debate in a community they are a part of. Students consider the values that underpin different communities and how these values create different opinions and perspectives. Students read, view, and listen to a range of diverse opinions and consider the language and purpose of the content and how these change due to audience and context.

‘Informed Discussion’ encourages students to practice and participate in debate, either in print, orally or via a digital platform. Students consider their own perspectives of community and workplace issues and develop logical responses to these debates in a respectful and thoughtful manner supported by evidence.

**Module 1: Exploring and Understanding Issues**

**Module2: Informed Discussion**

**Unit 3**

‘Literacy for Civic Participation’ enables students to develop the skills and knowledge required to understand and complete a range of familiar and less familiar activities for civic participation purposes. Selection of suitable texts should take into consideration the interests and abilities of the student cohort and the information that students typically need for learning, employment and vocational activities. Students will engage with a range of texts and information including timetables, forms, government documentation and contracts, in print and digital forms, and locate information, identify the audience and purpose of the text and develop the skills necessary to complete documentation.

Students look at Literacy for pathways and further learning which encourages the development of skills and knowledge to investigate pathway options and plan skill development in order to move into further training or employment. Students will research and identify possible pathways and plan, document and monitor progress towards achieving personal goals.

**Module 1:** Literacy for Civic Participation

**Module2:** Literacy for Pathways and Further Learning

**Unit 4**

Unit 4 of Literacy focuses on the creating a (negotiated) project that focuses around a specific content area based on a student’s interests or aspirations.

In this module, students will develop a range of written and oral communication skills through practical application in an activity around a specific content area. Content for the unit can be drawn from any area of learner interest or aspirations. Students will be encouraged to connect this area of study to learning in Unit 4 of Work Related Skills. This project needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus.

The project must have an actionable goal. The project can be completed either individually or as a member of a group focusing on the following areas of skill development: collaboration, problem solving, communication, self-management, planning and organising, initiative and learning*.*

**Module 1:** Negotiated Project

**Assessment:**

* Digital presentation with reflective journal
* multimedia presentation with reflective journal
* research tasks
* collection of notes/annotations
* reflection piece
* structured questions
* visual presentation; advertisement
* recorded discussion

**Numeracy**

In this subject, students are required to demonstrate mathematical skills to use numbers in the real world for matters involving money, time, travel or participation in community-based activities and events. This includes skills of organising, planning, and budgeting.

Students are also required to use mathematical skills to read data, information, or processes to understand what is happening within the community. Students are also required to use these skills around personal interests, health, well-being and recreational activities.

**Unit 1**

In Unit 1 Numeracy students focus on how numbers relate to their everyday life and what those numbers represent. This is through the use of both Personal Numeracy and Financial Numeracy.

Personal numeracyrelates to the mathematical requirements for personal organisational matters involving money, time and travel, or for participation in community-based activities and events. Personal numeracy relates to understanding, using and interpreting numerical and mathematical information presented and embedded in different formats, in order to undertake personally relevant activities in highly familiar situations.

Financial numeracy relates to understanding and undertaking basic and personal financial transactions and making straightforward decisions regarding the use and management of money. Financial numeracy involves managing relevant personal, social or work-related everyday financial costs, charges, income and expenditure.

**Module 1:** Personal Numeracy

**Module 2:** Financial Numeracy

**Unit 2**

Unit 2 Numeracy students focus on using numbers to explore the information provided based around their health and recreation along with Civic Numeracy which investigates how numbers impacts society as a whole.

Health and recreational numeracy relates to accessing, understanding and using foundational mathematical information to be aware of issues related to health and well-being, or when engaging in different recreational activities. Recreational activities may include indoor and outdoor pursuits, arts, sports and other personal interests and hobbies.

Civic numeracyrefers to activities related to participating in the student’s community and social life through being aware of and knowing about government and societal data, information, and related processes.

**Module 3:** Health and Recreational Numeracy

**Module 4:** Civic Numeracy

**Assessment Options:**

* Investigations
* multimedia presentations about numbers in action
* Blog/Vlog outlining how numbers work
* problem solving report; experiment
* design numeracy-based games/puzzles
* Integrated projects

**Personal Development Skills**

In this subject, students are required to explore self-understanding and self-care to develop connections between self-knowledge, purposefulness, goal setting, resilience and wellbeing. This will extent to working on the skills of teamwork, communication, time management and problem solving.

Students will then take this knowledge and apply it to a community context through both exploring and participation playing a key role.

**Unit 1**

Unit 1 of Personal Development Skills is centred around the concept of developing your personal skills to interact with others in workplace settings.

‘Understanding self’ explores personal development through self-understanding and self-care. It makes connections between self-knowledge, purposefulness, goal setting, resilience and enhanced health and wellbeing. Students investigate key pillars of physical, social, emotional health and wellbeing, and how to practise self-care in a range of contexts – including relationships and online environments – in order to protect and improve their own health and wellbeing.

Developing Self explores relationships between self-development and improved health and wellbeing. With a focus on four particular skills – teamwork, communication, time management and problem-solving – students examine how the development of personal skills can enhance health and wellbeing and increase opportunities for setting and achieving goals. They consider a variety of influences on personal health and explore the concepts of consent, equity and access.

**Module 1:** Understanding Self

**Module 2:** Developing Self

**Unit 2**

In this Unit, students are required to investigate how to connect with the community to create positive connections. Additionally, students are required to look at ways to participate in society to become an active citizen in the community.

‘Exploring and Connecting with the Community’ takes a broad approach to the concept of community, and to the types of communities to which individuals may belong. There is an emphasis on personal growth through belongingness, and an introduction to the significance of community engagement. Through the example of a democratic society, students explore community-related concepts, including rights and responsibilities, with a focus on how young people can participate and engage.

‘Community Participation’ explores how communities provide support to members. Students consider various ways of expressing community belongingness. They begin to look at how communities are structured through an investigation of community leaders and organisations. Students identify and explore options and opportunities for connecting with their local community.

**Module 1:** Exploring and connecting with the community

**Module 2:** Community Participation

**Assessment:**

* Video
* Podcast
* digital or oral presentation
* structured questions
* team activity and evaluation
* reflection/analysis of community project
* chair meetings and minutes
* debate
* research task

**Work Related Skills (WRS)**

In this subject, students gain the skills to not only get a job in their desired area but to also develop the skills and competencies to prosper. This subject enables students to be able to recognise what constitutes a safe workplace but also how to map out their career progression.

**Unit 1**

In this unit students are investigated their areas of interest and the associated skills, capabilities, opportunities, and conditions that are associated with that area.

This module examines the skills, capabilities and personal attributes required within the workplace. Students will develop an understanding of how employability skills and capabilities can be applied in a variety of settings, discuss how technical skills and capabilities are applied in a specific setting and explore how personal interests can be aligned with pathway opportunities.

This module explores the employment opportunities that exist within a workplace and how qualifications and further study can increase the opportunities that may be available. Students will identify and describe employee and employer rights and responsibilities in the workplace relating to pay and conditions within a selected setting. Students will interview an employee about training and employment experiences and present findings supported by appropriate technology.

This module examines the process of identifying an employment opportunity and writing a resume and cover letter that includes information relevant to the opportunity. Students will develop practical skills associated with drafting and finalising a resume and cover letter and use feedback to improve resume and cover letter.

**Module 1:** Interest, Skills and Capabilities in the workplace

**Module 2:** Employment Opportunities and Workplace Conditions

**Module 3:** Applying for an employment opportunity

**Unit 2**

In this unit students are required to plan, complete and report on a small-scale work activity that they have conducted to communicate its overall success.

Students are required to commence the planning process for a small-scale work-related activity. Working in teams, students will identify and explore a range of activities, identify an achievable small-scale work-related activity and collaboratively plan for the activity. Students will consider how the chosen activity aligns with employability skills, seek and apply feedback and evaluate the effectiveness of the planned activity.

Students are then required to complete and review a small-scale work-related activity. Students will apply a range of skills when implementing a plan and will engage in a process of reflection and evaluation about the implementation of the small-scale work-related activity and application to other work contexts.

Students will then be required to report on their small-scale work-related activity using their communication and technology skills. Students will learn about the structure and conventions of writing a report and will apply this format to describe the planning, implementation and evaluation of the small-scale work-related activity. Students will reflect on how they can improve future work-related outcomes.

**Module 1:** Identifying and planning for a work-related activity

**Module 2:** Completing and reviewing a small-scale work-related activity

**Module 3:** Reporting on a small-scale work-related activity

**Unit 3**

In this unit students investigate what Healthy Workplace Practices consists of, their rights and responsibilities in the workplace and how to ensure physical health and safety in the workplace.

Students are introduced to the workplace and the role of physical and mental health in the workplace. Students will examine how employees can contribute to the physical and mental health of self and colleagues and discuss how employers can contribute to the physical and mental health of employees and customers/clients, including the implementation of policies.

Students distinguish between a safe and an unsafe workplace and explores how students can address unlawful practices. Students will identify unlawful workplace practices including bullying, harassment and discrimination, and internal and external processes to report unsafe practices. Students will examine employee responsibilities in the workplace and present findings.

Students are required to explore physical health and safety in the workplace. Students will describe strategies to reduce harm in a workplace or environment that is familiar to them, including processes to assess risk, analyse safety, report hazards and harms and make recommendations to improve safety in the workplace.

**Module 1:** Healthy Workplace Practices

**Module 2:** Rights and Responsibilities

**Module 3:** Physical health and safety

**Unit 4**

In this unit students are required to explore their pathways for their career along with preparing for the workplace by developing skills around applications and interviews.

This module provides students with an overview of potential employment and educational pathway options, to support the development and refinement of a future pathway plan.

This module explores strategies for students to apply when collecting and assessing information about employment opportunities. Students will apply knowledge and skills by preparing a job application in response to a job advertisement, including a resume and cover letter.

This module prepares students for future job interviews. Students will engage with sources to identify possible interview questions, plan suitable responses and prepare relevant questions to ask a potential employer. Students will participate in a mock interview and apply strategies to reflect on and evaluate performance to improve future employment prospects.

**Module 1: Explore and plan for potential pathways**

**Module 2: Employment seeking activities and the application process**

**Module 3: Interview**

**Assessment:**

* A project plan
* digital, oral or visual presentation
* meeting records
* skills audit
* reports
* a plan to action/respond to feedback
* creation of SMART goals
* Cover letter
* Resume
* Career action plan
* interview and reflection of a profession
* mock interview
* research tasks
* a safety audit
* risk management plan
* participation in the safety drill process
* visiting employers/recruiters
* mock interview

**A sample Year 11 VCE Vocational Major VM Timetable:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Period 1** | **Numeracy** | **PDS** | **SWL or VET Day** | **PDS** | **SWL or VET Day** |
| **Period 2** | **PDS** | **PDS** | **Literacy** |
| **Period 3** | **VCAL Elective** | **VCAL Elective** | **Numeracy** |
| **Period 4** | **Literacy** | **VCAL Elective** | **WRS** |
| **Period 5** | **Numeracy** | **Literacy** | **Literacy** |

**A sample if Year 11 VCE Vocational Major VM Timetable: VCE VM/GEN**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Period 1** | **Numeracy** | **PDS** | **VCE GEN SUBJECT** | **PDS** | **VET Day** |
| **Period 2** | **PDS** | **PDS** | **Literacy** |
| **Period 3** | **VCAL Elective** | **VCAL Elective** | **Numeracy** |
| **Period 4** | **Literacy** | **VCAL Elective** | **WRS** |
| **Period 5** | **Numeracy** | **Literacy** | **Literacy** |

**A sample if Year 11 VCE Vocational Major VM Timetable: VCE VM/GEN – with GEN MATHS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Period 1** | **GEN MATHS** | **PDS** | **VCE GEN SUBJECT** | **PDS** | **VET Day** |
| **Period 2** | **PDS** | **PDS** | **Literacy** |
| **Period 3** | **GEN MATHS** | **GEN MATHS** | **GEN MATHS** |
| **Period 4** | **Literacy** | **GEN MATHS** | **WRS** |
| **Period 5** | **GEN MATHS** | **Literacy** | **Literacy** |

**A sample if Year 11 VCE Vocational Major VM Timetable: VCE VM SWL- R - with GEN MATHS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Period 1** | **GEN MATHS** | **PDS** | **VET or SWL** | **PDS** | **VET or SWL Day** |
| **Period 2** | **PDS** | **PDS** | **Literacy** |
| **Period 3** | **GEN MATHS** | **GEN MATHS** | **GEN MATHS** |
| **Period 4** | **Literacy** | **GEN MATHS** | **WRS** |
| **Period 5** | **GEN MATHS** | **Literacy** | **Literacy** |

**A sample Year 12 VCE Vocational Major VM Timetable:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Period 1** | **Numeracy** | **PDS** | **SWL or VET Day** | **PDS** | **SWL or VET Day** |
| **Period 2** | **PDS** | **PDS** | **Literacy** |
| **Period 3** | **WRS** | **WRS** | **Numeracy** |
| **Period 4** | **Literacy** | **Numeracy** | **WRS** |
| **Period 5** | **Numeracy** | **Literacy** | **Literacy** |

**Structured Workplace Learning (SWL)**

**What is Structured Workplace Learning (SWL)?**

Structured Workplace Learning is a mandatory one-day-per-week work placement that allows students to develop knowledge, work-related skills and attitudes in a supervised workplace setting. Placement is preferably undertaken in the same industry as your VET course to enhance the opportunity to develop and demonstrate specific skills and competencies related to your course. Structured Workplace Learning also allows students to build networks with employers, improve student's understanding of employer expectations, trial different career choices whilst at school, and develop independence and self-confidence.

Please don't hesitate to contact Jennelle Little at [jennelle.little@education.vic.gov.au](mailto:jennelle.little@education.vic.gov.au) for further information regarding Structured Workplace Learning

**Vocational Education & Training (VET) Electives**

Vocational Education and Training (VET) Electives are yearly career-oriented electives students undertake. Students can gain credit towards the VCE VM Certificate. VET is a national system with recognised qualifications that can lead to employment anywhere in Australia. Students will learn technical and employability skills and specialised industry knowledge.

**Elective 1: Applied Fashion (Yr 10 & 11)**

Students completing this elective will attain selected units from the nationally accredited Certificate II in Applied Fashion Design. Students develop skills and knowledge in using a sewing machine, designing and modifying commercial patterns, along with workplace health and safety for a textiles, clothing and footwear environment. This practical, hands-on elective also includes opportunities for students to engage in the fashion design process, while spending time creating their own “Look”.

**Elective 2: Business Enterprise (Yr 10 & 11)**

Students will attain selected units from the nationally accredited Certificate II in Business. Students will learn how to incorporate safe work practices into their workplace activities. They will learn how to process attendee registrations for events and administer them through finalisation, including recording customer information, monitoring attendance, generating operational reports, and issuing customer documents for event attendance. Students will also learn the skills and knowledge required to deliver all aspects of customer service at an introductory level.

**Elective 3: Community Services (Yr 10 & 11)**

Students completing this elective will attain selected units from the nationally accredited Certificate II in Community Services. Students will develop skills and knowledge to support and assist in community services such as child care, home and community care, drug and alcohol work, disability work, social housing or mental health work.

**Elective 4: Engineering (Yr 10 & 11)**

Students will attain selected units from the nationally accredited Certificate II in Engineering Studies. This course aims to provide students with skills and knowledge in machining processing, fabrication techniques and using power tools and computers for engineering-related work activities. It offers pre-employment training and pathways in the engineering, manufacturing or related industries and accommodates entry into the wider engineering industry.

**Elective 5: Hospitality (Yr 10 & 11)**

Students will attain selected units from the nationally accredited Certificate II in Hospitality. Students will develop skills and knowledge in front-of-house hospitality skills, such as barista skills, food hygiene, food advice, and financial transactions. This course is well suited to students who enjoy practical learning and want to work in the hospitality industry.

**Elective 6: Cookery (Yr 10 Only)**

Students completing this elective will attain selected units from the nationally accredited Certificate II in Cookery. Students learn the skills and knowledge to incorporate safe work practices into workplace activities. These units reflect the role of individuals working in kitchens who use a defined and limited range of food preparation and cooking skills. They are involved in mainly routine and repetitive tasks and work under direct supervision. Students can work in a simulated environment where they will be involved in various small and large-scale catering experiences. These units can provide a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons, and schools.

**Elective 7: Information Technology (Yr 10 & 11)**

Students will attain selected units from the nationally accredited Certificate II in Applied Digital Technologies. Students will learn how to develop a web presence using social media, operate digital media technology and protect their online profile. Students will also learn and follow industry conventions and preferences when working with digital media and technology.

**Elective 8: Performing Arts Industries (Yr 10 & 11)**

Students will attain selected units from the nationally accredited Certificate II in Creative Industries. Students will explore various areas in the arts and creative industries, with some specific units relating to audio skills, such as developing audio skills and knowledge and performing basic sound editing and sound recording.

**Elective 9: Visual Arts – Fine Arts (Yr 10 & 11)**

Students completing this elective will attain selected units from the nationally accredited Certificate II in Visual Arts. Students will develop knowledge and core skills in drawing. Students will explore observational and imaginative drawing techniques using art elements and principles. They will explore and realise their ideas into a range of creative outcomes experimenting with various materials and techniques. This practical hands-on elective also gives students a chance to gain inspiration from various sources. Students will follow professional practices and OH&S guidelines.

**Elective 10: Sport & Recreation (Yr 10 & 11)**

Students will attain selected units from the nationally accredited Certificate II in Sport & Recreation. Students will develop the competencies required to work in various roles within the sports industry. They will learn how to book athlete travel and accommodation, provide equipment for activities and maintain sport, fitness and recreation industry knowledge.

**VCE Vocational Education and Training in Schools (VCE VET)**

**What is VCE Vocational Education and Training Delivered in Secondary Schools?**

Vocational Education and Training (VCE VET) Programs assist students in transitioning to further education, training, and employment. Vocational Education and Training delivered in Secondary Schools (VDSS) programs refer to TAFE-level courses that allow students to complete a nationally recognised vocational qualification whilst attending secondary school.

VCE VET programs are designed so that students can develop general work-related competencies and the skills and knowledge they will require through:

* Enabling students to gain their VCE or VCE-VM **and** a VET qualification
* Gaining qualifications in a recognised TAFE Certificate course at a Certificate II or III level
* Promoting awareness of the world of work through work placement
* Developing skills in communication, teamwork, using technology, problem-solving, using mathematical ideas, and concepts, planning, and organising activities, gathering, and analysing information and occupational health and safety
* Developing the skills and knowledge required to work in an industry.
* Giving students a competitive edge in looking for both casual and full-time employment
* Providing a qualification can lead to further study, including further TAFE studies and university.

**What are VCE VET Programs?**

VCE VET programs are VET qualifications approved by the VCAA following consultation with schools, industry and training providers.

They lead to nationally recognised qualifications and provide an opportunity for students to receive credit towards their VCE, VCE VM or VPC

Some VCE VET programs offer scored assessments. Most provide structured workplace learning and recognition. This is clearly stated on each program page.

**Things to Consider When Selecting a VCE VET Certificate**

VCE VET programs involve a significant commitment by students and should not be considered an 'easy' option. A VCE VET course completes a full study workload alongside the other VCE or VCE-VM studies. There is a major theoretical element to all VCE VET and TAFE programs. It is not all hands-on practical work, even in certificates like Automotive Technology, Beauty, Building and Construction, or Hospitality. Students are often required to work through self-paced modules.

Students can study VCE VET courses at CESC or travel to a TAFE institute or another secondary college one day per week to attend classes. In some circumstances, students may miss classes at school. **Students are responsible for catching up on any missed work in their own time.** *If you have any VCE VET questions, please see our VET Specialist or anyone in the Careers Team.*

Students are required to undertake a Structured Work Placement (SWL) to satisfy the requirements of a VCE VET course. *VCE Students must speak to the SWL Coordinator to discuss options for Structured Work Placement dates.*

**Payment**

***VCE VET programs will involve extra costs***. Interested students must complete the online application and pay a deposit prior to being accepted into the VCE VET.

***Should students change their mind and withdraw from the course before it begins or change their VCE VET enrolment, there is a $50 administrative charge by the Institute.*** Institutions will not allow refunds to students who withdraw from a program once they have commenced. Students must fully understand their chosen course and be committed to completing it.

***Year 10, 11 & 12 in-house VCE VET Certificates: a payment of $220.00 per VCE VET Certificate is required to be paid before enrolment can take place.***

***Year 10 & 11 VET Electives, a payment of $120.00 per VET Elective is required to be paid before enrolment can take place.***

***Year 11 & 12 External VCE VET Certificates: a payment of $220.00 per VCE VET Certificate is required to be paid before enrolment can take place.***

**Student Commitment**

Many advantages exist for students who choose to do a VCE VET program. Cranbourne East Secondary College is committed to doing all it can to ensure that students gain entry to and succeed in the VCE VET programs of their choice.

Students need to be committed to their VCE VET program. Students will be expected to:

* Meet application deadlines, prepare for and attend interviews on time
* Attend classes on time and regularly
* Notify the school, RTO or TAFE of an impending absence
* Always act in a responsible manner at school, RTO, TAFE or the workplace
* Abide by the rules of the RTO or TAFE
* Always be prepared for classes and have the necessary equipment required
* Organise and complete work placement when required
* Promptly notify Cranbourne East Secondary College's Vocational and Applied Learning Coordinator whenever problems or queries arise
* Work in a safe manner

**VCE VET Certificates offered at Cranbourne East Secondary College**

**CESC will offer the following VCE VET Certificates to students in Years 10, 11 and 12**

|  |  |
| --- | --- |
| **Certificate II/III in Applied Fashion & Design Tech**  **Duration:** 2-Year Program  **Offered to:** Year 10\*, Year 11 & Year 12 VCE & VCE-VM | **Certificate II in Applied Digital Technologies**  **Duration:** 2-Year Program  **Offered to:** Year 10\*, Year 11 & Year 12 VCE & VCE-VM |
| **Certificate III in Business \*Scored**  **Duration:** 2-Year Program  **Offered to:** Year 10\*, Year 11 & Year 12 VCE & VCE-VM | **Certificate III in Community Services \*Scored**  **Duration:** 2-Year Program  **Offered to:** Year 10\*, Year 11 & Year 12 VCE & VCE-VM |
| **Certificate II in Cookery**  **Duration:** 2-Year Program  **Offered to:** Year 10\*, Year 11 & Year 12 VCE & VCE-VM | **Certificate I in Employment Pathways**  **Duration:** 1-Year Program  **Offered to:** Year 11 & Year 12 VPC Only |
| **Certificate II in Health Support Services**  **Duration:** 1-Year Program  **Offered to:** Year 10\*, Year 11 & Year 12 VCE & VCE-VM | **Certificate III in Health Service Assistant \*Scored**  **Duration:** 1-Year Program (2nd Year program)  **Offered to:** Year 11 & 12 Students who have completed Certificate II in Health Support Services. |
| **Certificate III in Information Technology \*Scored**  **Duration:** 2-Year Program  **Offered to:** Year 10\*, Year 11 & Year 12 VCE & VCE-VM | **Certificate III in Laboratory Skills**  **Duration:** 2-Year Program  **Offered to:** Year 10\*, Year 11 & Year 12 VCE & VCE-VM |
| **Certificate II in Outdoor Recreation**  **Duration:** 1-Year Program  **Offered to:** Year 10\*, Year 11 & Year 12 VCE & VCE-VM | **Certificate II in Skills for Work & Vocational Pathways**  **Duration:** 1-Year Program  **Offered to:** Year 11 & Year 12 VPC & VCE-VM |
| **Certificate III in Sport & Recreation \*Scored**  **Duration:** 2-Year Program  **Offered to:** Year 10\*, Year 11 & Year 12 VCE & VCE-VM |  |

***\*For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels***

***\*\*All VET Certificates are subject to demand***

**VCE VET Digital Technologies**

**Certificate II in Applied Digital Technologies**

**COURSE OUTLINE**

**Training Provider:**iVET

**Course Code:** ICT20120

**Location:** CESC

**Duration:** 2-Year Program

**Day/Time:** TBA

**Year 10\*and Year 11 VCE-VM Students**

**Description:**

Certificate II in Applied Digital Technologies develops some of the most common and transferrable skills and knowledge to prepare students for entry-level positions in the ICT services industry. It can also lead to further study in general ICT pathways or a particular IT specialisation.

**Contribution to Year 10 and Year 11 VCE-VM Students**

**Year 10:** Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

**VCE:** Recognition of up to six VCE VET units at Units 1 and 2 level

**VCE-VM:** Students will be eligible for a minimum of two credits towards your VCE-VM

**Sample Units of Study: 1st Year & 2nd Year**

* Operate digital devices
* Use computer operating systems and hardware
* Protect devices from spam and destructive software
* Operate application software packages
* Develop web presence using social media
* Use digital technologies to communicate in a work environment
* Protect own personal online profile from cyber security threats
* Participate in sustainable work practices
* Research using the internet
* Identify and report online security threats

**Structured Workplace Learning (SWL)**

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

**Learning Areas:**

* Operating systems
* Digital devices
* Cyber security
* Common digital technologies

**Job Opportunities:**

* Junior office support worker
* Office Assistant
* Data entry operator
* Help desk support

**Further Study:**

* Certificate III in Information Technology
* Diploma of Information Technology
* Bachelor of Information Technology

***Please note:*** *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

*VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.*

***\*For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels***.

**VCE VET Applied Fashion**

**Certificate II/III in Applied Fashion & Design Technology**

**COURSE OUTLINE**

**Training Provider:**Ripponlea

**Course Code:** MST20616

**Location:** CESC

**Duration:** 2 Year Program

**Day/Time:** TBA

**Year 10\*, Year 11 & Year 12 VCE & VCE-VM Students**

**Description:**

Certificate II in Applied Fashion Design and Technology is the perfect starting point for anyone who loves fashion, or working with fabric and design and would like a career in the fashion industry.

This course provides an introductory overview of the fashion design and production process. You will learn how to create fashion illustrations, both by hand and digitally, put together colour and fabric proposals, modify patterns and designs, and make garments.

At the end of this course, you will have a folio of fashion design work suitable to use in interviews for a variety of fashion design courses, from certificate, through to diploma and degree level.

**Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students**

**Year 10:** Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM, if they complete both years successfully.

**VCE:** Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth subject.

**VCE-VM:** Students will be eligible for a minimum of two credits towards your VCE-VM

**Sample Units of Study: 1st Year & 2nd Year**

* Participate in environmentally sustainable work practices
* Work safely
* Apply quality standards
* Draw and interpret a basic sketch
* Modify patterns to create basic styles
* Produce a simple garment
* Identify fibres, fabrics and textiles used in the TCF industry
* Produce a simple textile fabric or product
* Design and produce a simple garment
* Work within an indigenous cultural framework
* Identify design process for fashion designs

**Structured Workplace Learning (SWL)**

The VCAA strongly recommends a minimum of 80 hours of SWL over the duration of the VCE VET Applied Fashion Design and Technology Program.

**Learning Areas:**

* Communication in the workplace
* Environmental sustainability
* Occupational, health and safety
* Design and production of a garment

**Job Opportunities:**

* Design or Production Assistant
* Fashion Designer
* Fashion Manufacturer
* Merchandiser

**Further Study:**

* Certificate IV in Applied Fashion Design & Technology
* Diploma of Applied Fashion Design & Technology
* Bachelor of Fashion Design

***Please note:*** *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

*VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.*

***\*For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels***

**VCE VET Business**

**Certificate III in Business**

**COURSE OUTLINE**

**Training Provider:**IVET

**Course Code:** BSB30120

**Location:** CESC

**Duration:** 2-Year Program

**Day/Time:** TBA

**Year 10\*, Year 11 & Year 12 VCE & VCE-VM Students**

**Description:**

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge.

Students will develop and build teamwork, interpersonal skills and organisational capabilities, which can be used to strengthen their employability skills post-secondary schooling further.

The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives.

**Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students**

**Year 10:** Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

**VCE:** Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth subject.

**VCE VM:** Students will be eligible for a minimum of two credits towards your VCE-VM

**Sample Units of Study: 1st Year & 2nd Year**

* Organise personal work priorities
* Assist with maintaining workplace safety
* Engage in workplace communication
* Work in a team
* Use inclusive work practices
* Use business software applications
* Design and produce business documents
* Design and produce spreadsheets
* Create electronic presentations
* Use digital technologies to communicate in a workplace
* Support personal well-being in the workplace
* Apply critical thinking skills in a team environment
* Participate in sustainable work practices
* Write simple documents
* Organise workplace information

**Structured Workplace Learning (SWL)**

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

**Learning Areas:**

* Communication in the workplace
* Business technology use
* Customer Service
* The business industry
* Producing workplace documents
* Environmental sustainability

**Job Opportunities:**

* Administration
* Office Assistant
* Customer support
* Sales representative

**Further Study:**

* Diploma in Business
* Bachelor of Business

***Please note:*** *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

*VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.*

***\*For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels***

**VCE VET Community Services**

**Certificate II in Community Services**

**COURSE OUTLINE**

**Training Provider:**iVET

**Course Code:** CHC22015

**Location:** CESC

**Duration:** 2-Year Program

**Day/Time:** TBA

**Year 10\*, Year 11 & Year 12 VCE & VCE-VM Students**

**Description:**

Certificate II in Community Services allows students to develop the skills and knowledge to undertake community services work, such as providing support and assistance to various clients, including childcare, the elderly and the disability sector.

This course is perfect for students looking to move into various areas in the community services sector. It is the perfect building block for developing a sound educational base specific to the fastest-growing sector in Australia.

**Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students**

**Year 10:** Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

**VCE:** Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth subject.

**VCE-VM:** Students will be eligible for a minimum of two credits towards your VCE-VM

**Sample Units of Study: 1st Year & 2nd Year**

* Organise and complete daily work activities
* Work with diverse people
* Provide first aid
* Communicate and work in health or community services
* Manage personal stress in the workplace
* Be an effective volunteer
* Use routine strategies for work-related learning
* Participate in workplace health and safety
* Respond to client needs
* Work within a community development framework
* Implement participation and engagement strategies.

**Structured Workplace Learning (SWL)**

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

**Learning Areas:**

* Working with diverse people
* Communication in the workplace
* Work health and safety
* Teamwork

**Job Opportunities:**

* Assistant community services worker
* Assistant childcare worker
* Elderly Assistant
* Social work roles
* Youth services roles

**Further Study:**

* Certificate III in Community Services
* Diploma of Community Services
* Bachelor of Community Services

***Please note:*** *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

*VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.*

***\*For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels***

**VCE VET Cookery**

**Certificate II in Cookery**

**COURSE OUTLINE:**

**Training Provider:**Food Futures

**Course Code:** SIT20421

**Location:** CESC

**Duration:** 2-Year Program

**1st Year Day/Time:** TBA

**2nd Year Day/Time:** TBA

**Year 10\*, Year 11 & Year 12 VCE & VCE-VM Students**

**Description:**

Students will develop various food preparation and cookery skills to prepare menu items.

This course emulates the role of a cook working in a kitchen under the direct supervision of a chef and focuses on the back-of-house skills typically used in a restaurant or food outlet. Students will learn hygienic practices in food preparation and the skills to prepare the present simple dishes.

**Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students:**

**Year 10:** Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

**VCE:** Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth subject.

**VCE VM:** Students will be eligible for a minimum of two credits towards your VCE-VM

**Units of Study: Years 1 & 2**

* Use hygienic practices for food safety
* Clean kitchen premises and equipment
* Use food preparation equipment
* Prepare and present simple dishes
* Prepare and present sandwiches
* Work effectively in a commercial kitchen
* Receive, store and maintain stock
* Participate in safe work practices
* Show social and cultural sensitivity
* Interact with customers

**Structured Workplace Learning**

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

**Learning Areas**

* Work health and safety
* Hygiene practices
* Food preparation
* Basic cookery skills

**VET Employment Pathways**

**Certificate I in Employment Pathways**

A picture containing text, indoor, computer, display

Description automatically generated**COURSE OUTLINE**

**Training Provider:**IVET

**Course Code:** 22523VIC

**Location:** CESC

**Duration:** 1 Year Program

**Day/Time:** TBA

**Year 11 & Year 12 VPC Students Only**

**Description:**

This certificate, previously named Vocational Preparation, is an excellent qualification that assists students to gain vital foundation skills and knowledge to succeed in the senior years.

This course allows students to experience vocational training for the first time and to access a nationally recognised qualification as well as gain invaluable insight into vocational training.

This qualification has been implemented by a number of schools at the Year 9 and 10 levels. This course provides an excellent pathway to work placement, career development, subject selection, time management, organisational and study skills programs.

**Contribution to Year 11 & Year 12 VPC:**

**VPC:** Students will be eligible for a minimum of four credits towards your VPC.

**Sample Units of Study:**

* Develop personal effectiveness
* Interact effectively with others at work
* Write routine workplace texts
* Use strategies to identify job opportunities
* Develop an action plan for career planning
* Prepare for employment
* Contribute to the health and safety of self and others
* Use hygienic practices for food safety
* Organise and complete daily work activities

**Structured Workplace Learning & Volunteering Work:**

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

**Learning Areas:**

* Communication
* Teamwork
* Work Health and Safety
* Working with diverse people

**Further Study:**

* Certificate II in Skills for Work and Vocational Pathways
* Certificate II in any other VET certificate

***Please note:*** *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

*VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.*

**VCE VET Health Support Services**

**Certificate II in Health Support Services**

**COURSE OUTLINE**

**Training Provider:**Antrick Education

**Course Code:** HLT23215

**Location:** CESC

**Duration:** 1-Year Program

**VCE Day/Time:** TBA

**VCE-VM Day/Time:** TBA

**Year 10\*, Year 11 & Year 12 VCE & VCE-VM Students**

**Description:**

This Program reflects industry and student demand for qualifications in the health and community sectors. The Program includes a nationally recognised First Aid certificate and covers key employability skills transferable to any industry.

Throughout the Program, students will complete practical sessions in our working ambulance, participate in skill-building workshops and theory sessions, which involve working on real case studies and complete a community project of their choice.

**Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students:**

**Year 10:** Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

**VCE:** Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth subject.

**VCE VM:** Students will be eligible for a minimum of two credits towards your VCE-VM

**Sample Units of Study: 1st Year**

* Work with diverse people.
* Respond effectively to behaviours of concern.
* Participate in workplace health and safety.
* Conduct manual tasks safely.
* Assist with movement.
* Comply with infection prevention and control policies & procedures.
* Use business technology.
* Communicate and work in health or community services.
* Work effectively with others.
* Contribute to team effectiveness.
* Organise & complete daily work activities.
* Maintain a high standard of service.
* Provide First Aid.

**Structured Workplace Learning:**

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

**Learning Areas:**

* Communication
* Teamwork
* Customer service
* Work Health and Safety
* Organising work activities
* Business Technology

**Job Opportunities:**

* Health Support Service Attendant
* Allied Health Assistant

**Further Study:**

* Certificate III in Health Service Assistance
* Certificate IV in Mental Health
* Diploma of Nursing

***Please note:*** *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

*VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.*

***\*For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels***

**VCE VET Health Service Assistance**

**Certificate III in Health Service Assistance**

***(Only eligible for Year 11/12 students who have completed***

***Certificate II in Health Support)***

**[](https://www.google.com.au/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwj8lM3Hrc_aAhUTtJQKHXXCA_gQjRx6BAgAEAU&url=https://wideinfo.org/upper-cervical-care-is-the-answer-to-our-health-care-crisis/&psig=AOvVaw2oXFWhK9gk5-hUgCss7bxU&ust=1524537126880627)COURSE OUTLINE:**

**Training Provider:**Antrick Education

**Course Code:** HLT33115

**Location:** CESC

**Duration:** 1-Year Program

**VCE Day/Time:** TBA

**VCE-VM Day/Time:** TBA

**Year 11 & Year 12 VCE & VCE-VM Students**

**Description:**

Students will be introduced to the health industry providing students with hands-on, real-life experience. Students will be taught how to assist with an allied health program, manage client movement and transport patients, recognise healthy body systems in a health care context and be able to understand basic medical terminology, as well as health-specific communication skills, responding to difficult clients and first aid skills.

**Contribution to Year 11 & Year 12 VCE & VCE-VM Students:**

**VCE:** Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a **study score**. This study score can contribute directly to the primary four or as a fifth or sixth subject.

**VCE VM:** Students will be eligible for a minimum of four credits towards their VCE-VM.

**Sample Units of Study: 2nd Year**

* Communicate and work in Health or Community settings.
* Work with diverse people.
* Recognise health body systems.
* Comply with infection prevention and control policies and procedures.
* Interpreting and applying medical terminology appropriately.
* Participate in workplace health & safety.
* Organise personal work priorities and development.

**Electives:**

* Assisting with movement.
* Responding to behaviours of concern.
* Transport individuals.
* Facilitate responsible behaviour.
* Engage with health professionals and the health system.
* Take clinical measurements.
* Contribute to team effectiveness.
* Maintaining a high service of care.

**Structured Workplace Learning:**

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

**Career Opportunities:**

Completion of Certificate III in Health Services Assistance may lead to employment opportunities in positions such as:

* Health Services Assistant in a nursing environment
* Allied Health Assistant in the areas of physiotherapy, speech pathology, exercise physiology, occupational therapy and/or podiatry.

**Further Study:**

* Through a higher education pathway (Diploma and/or Degree), future employment outcomes may include nursing, paramedics, physiotherapy, occupational therapy, speech pathology, pharmacy, dietetics or medicine.
* Certificate IV in Aged Care (CHC40108)
* Certificate IV in Community Services (CHC30112)
* Certificate IV in Pathology (HLT41812)
* Diploma of Nursing (Enrolled Nursing)
* Bachelor of Nursing

***Please note:*** *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

*VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.*

**VCE VET Information, Digital Media & Technology**

**Certificate III in Information Technology**

**COURSE OUTLINE:**

**Training Provider:**IVET

**Course Code:** ICT30120

**Location:** CESC

**Duration:** 2-Year Program

**1st Year Day/Time:** TBA

**2nd Year Day/Time:** TBA

**Year 10\*, Year 11 & Year 12 VCE & VCE-VM Students**

**Description:**

The Certificate III qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and achieve self-sufficiency as an ICT user.

The course will cover IT hardware, operating systems and the fundamentals of network administration within a contextualisation of Cyber Security.

**Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students:**

**Year 10:** Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

**VCE:** Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth subject.

**VCE VM:** Students will be eligible for a minimum of two credits towards your VCE-VM

**Sample Units of Study:**

* Determine and action network problems.
* Create user documentation.
* Evaluate characteristics of cloud computing solutions and services.
* Install and manage network protocols.
* Implement systems software changes.
* Administer network peripherals.
* Run standard diagnostic tests.
* Provide basic system administration.
* Install and optimise operating system software.
* Provide ICT advice to clients.
* Configure and administer a network operating system.
* Work and communicate effectively in an ICT environment.
* Participate effectively in WHS communication and consultation processes.
* Implement and monitor environmentally sustainable work practices.
* Provide network systems administration.
* Install, configure and secure a small office or home office network.
* Identify and use current industry-specific technologies.

**Structured Workplace Learning**

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

**Learning Areas**

* Safe and sustainable practices
* Common software applications
* Hardware and peripherals

**Job Opportunities**

* ICT Support
* Help Desk Operator
* Computer Forensics
* IT Systems Administrator
* Cyber Security Specialist
* Security Analyst
* Security System Programmer
* Cyber Security Engineer

**Further Study**

* Certificate IV in Cyber Security
* Advanced Diploma of Cyber Security
* Bachelor of Cyber Security

***Please note:*** *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

*VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.*

***\*For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels***

**VCE VET Laboratory Skills**

**Certificate III in Laboratory Skills**

**COURSE OUTLINE:**

**Training Provider:**AIET

**Course Code:** MSL30122

**Location:** CESC

**Duration:** 2-Year Program

**1st Year Day/Time:** TBA

**2nd Year Day/Time:** TBA

**Year 10\*, Year 11 & Year 12 VCE & VCE-VM Students**

**Description:**

This is an entry-level course for laboratory personnel in many industry sectors, such as construction materials testing, environmental monitoring, food testing, pathology testing and mineral assaying. Students contemplating engineering or science pathways like scientific research, biomedical science, chemical engineering, or similar will also benefit from the practical skills gained in this qualification.

**Contribution to Year 10, Year 11 & Year 12 VCE & VCE-VM Students:**

**Year 10:** Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

**VCE:** Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth subject.

**VCE VM:** Students will be eligible for a minimum of two credits towards your VCE-VM

**Sample Units of Study: Years 1 & 2**

* Plan and conduct laboratory/fieldwork
* Record and present data
* Participate in environmentally sustainable work practices
* Contribute to the achievement of quality objectives
* Participate in laboratory or field workplace safety
* Collect routine site samples
* Receive and prepare samples for testing
* Perform basic tests
* Perform microscopic examination

**Structured Workplace Learning**

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

**Learning Areas**

* Work health and safety
* Laboratory work
* Data recording and presentation
* Environmentally sustainable work practices

**Job Opportunities**

* Laboratory Technician
* Instrument Operators

**Further Study**

* Certificate IV in Laboratory Techniques
* Certificate IV in Science
* Diploma of Laboratory Technology

***Please note:*** *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

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***\*For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels***

**VET Outdoor Recreation**

**Certificate II in Outdoor Recreation**

A group of people walking on a rope bridge

Description automatically generated with medium confidence**COURSE OUTLINE:**

**Training Provider:** Saville

**Course Code:** SIS20419

**Location:** CESC

**Duration:** 1-Year Program

**Day/Time:** TBA

**Year 10\* & VCE-VM Students**

**Description:**

This course allows students to explore various outdoor recreation activities while developing the skills fundamental to future personal activity participation or a career in the outdoors industry.

This Program includes core units that apply to all outdoor recreation settings, and the electives offered allow teachers to create programs unique to an environment and available resources.

**Contribution to Year 10 & VCE-VM Students**:

**Year 10:** Students will be eligible for a minimum of two credits towards the VCE-VM if they complete both years successfully.

**VCE VM:** Students will be eligible for a minimum of two credits towards your VCE-VM

**Sample Units of Study:**

* Assist in conducting recreation sessions
* Minimise environmental impact
* Maintain equipment for activities
* Provide first aid
* Respond to emergency situations
* Ride bicycles on roads and pathways, easy conditions
* Bushwalk in tracked environments
* Navigate in tracked environments
* Perform basic water rescues

**Structured Workplace Learning**

The VCAA recommends a minimum of 80 hours of SWL for the VET Outdoor Recreation program. SWL should be spread across the duration of the training program.

**Learning Areas**

* Conducting outdoor recreation sessions
* First aid and emergencies
* Safety in the Outdoors
* Environmental sustainability

**Job Opportunities**

* Outdoor Educator
* Program Officer (Outdoor Camps)
* Outdoor Activity and Recreation Provider

**Further Study**

* Certificate IV in Outdoor Recreation
* Diploma of Outdoor Recreation
* Bachelor of Nature Tourism

***Please note:*** *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

*VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.*

***\*For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels***

**VET Skills for Work & Vocational Pathways**

**Certificate II in Skills for Work & Vocational Pathways**

**COURSE OUTLINE**

**A group of students in a classroom

Description automatically generated with low confidenceTraining Provider:**IVET

**Course Code:** FSK20119

**Location:** CESC

**Duration:** 1 Year Program

**Day/Time:** TBA

**Year 11 & Year 12 VPC & VCE-VM**

**Description:**

This Program is designed to provide students with various literacy, numeracy, and general employment skills. The learning is designed to connect with industry and the workplace to best assist students in understanding the context of learning.

IVET seeks to help students understand 'why' the skills are important and 'how' the skills and learning will help the student in their future.

IVET finds application of the skills required in a basic workplace context can help remove the fear or trepidation associated with numeracy & literacy when students are behind their peers regarding skill development. Projects are designed to focus on work and workplace outcomes to remove the spotlight from the numeracy or literacy component.

**Contribution to Year 11 & Year 12 VPC & VCE-VM:**

**VPC & VCE-VM:** Students will be eligible for a minimum of four credits towards their VPC & VCE-VM.

**Sample Units of Study:**

* Plan and prepare for work readiness
* Use routine strategies for career planning
* Read and respond to routine workplace information
* Interact effectively with others at work
* Write routine workplace texts
* Use digital technology for non-routine workplace tasks
* Estimate, measure and calculate with routine metric measurements for work
* Calculate with whole numbers and familiar fractions, decimals and percentages for work
* Use strategies to respond to routine workplace problems
* Use strategies to identify job opportunities
* Contribute to the health and safety of self and others
* Use routine strategies for work-related learning
* Use business software applications
* Use digital technologies to communicate in a work environment
* Recognise extremely short and simple workplace signs and symbols
* Complete personal details on extremely simple and short workplace forms
* Participate in work placement

**Structured Workplace Learning & Volunteering Work**

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

**Learning Areas:**

* Numeracy
* Literacy
* Digital skills
* Work health and safety
* Career planning

**Further Study:**

* Certificate II in any other certificate

***Please note:*** *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

*VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.*

***\*For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels***

**VCE VET Sport & Recreation**

**Certificate III in Sport & Recreation**

**[](http://www.google.com.au/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjzzdHMo8_aAhUFoJQKHZlICxkQjRx6BAgAEAU&url=http://snowkitemasters.com/tag/super-fans-for-sport-new-and-improved/&psig=AOvVaw2VzBQ1iU4Pe7XSLoxeL7Zp&ust=1524534455155703)COURSE OUTLINE:**

**Training Provider:** Saville

**Course Code:** SIS30115

**Location:** CESC

**Duration:** 2-Year Program

**Day/Time:** TBA

TBA

**Year 10\*, Year 11 & Year 12 VCE & VCE-VM Students**

**Description:**

Students will develop the skills and knowledge required to support the operation of facilities, assist in conducting sport and recreation programs, and develop a comprehensive understanding of the Sport & Recreation industry.

**Contribution to Year 10, Year 11 & Year 12 VCE & VCE VM Students**:

**Year 10:** Students will be eligible for a minimum of two credits towards the VCE or the VCE-VM if they complete both years successfully.

**VCE:** Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth subject.

**VCE VM:** Students will be eligible for a minimum of two credits towards your VCE-VM

**Sample Units of Study: 1st Year**

* Develop and extend critical and creative thinking skills.
* Participate in workplace health & safety.
* Conduct non-instructional sports, fitness or recreation session.
* Provide first aid.
* Respond to emergency situations.
* Use social media tools for collaboration.
* Participate in conditioning for sports.
* Provide quality service.
* Provide equipment for activities.
* Conduct sport, fitness or recreation events.

**Sample Units of Study: 2nd Year**

* Participate in WHS hazard identification, risk assessment & risk control.
* Educate user groups.
* Plan and conduct programs.
* Conduct sports coaching sessions with foundation-level participants.
* Facilitate groups.

**What to bring:**

Students will need to wear runners and PE uniforms to each session and bring a hat and sunscreen.

**Structured Workplace Learning:**

The VCAA recommends a minimum of 80 hours of SWL for the VCE VET Business program. SWL should be spread across the duration of the training program.

**Learning Areas (Depending on pathway/focus):**

* Planning a session & facilitating groups.
* Conduct warm-up and cool-down programs.
* Safety & the sports environment.
* Social media & creative thinking.
* Sports injuries.
* Sports & business technology

**Job Opportunities:**

* Pool lifeguard
* Sports retail roles
* Sports trainer
* After-school sports programs
* Recreation officer
* Sports and recreation attendant
* Leisure services officer
* Sports coaching roles
* Outdoor recreation roles

**Further Study:**

* Certificate IV in Fitness (SIS40215)
* Diploma of Sport & Recreation (SIS50712)
* Bachelor of Sport & Outdoor Recreation

***Please note:*** *These details are subject to change and will require confirmation by the Registered Training Provider or TAFE.*

*VET enrolments are processed through secondary school VET Coordinators. If you are interested in completing this program, please contact your school VET Coordinator.*

***\*For Year 10 students to enrol into any of the above courses, there is a strict eligibility requirement, such as learning behaviours, attendance and literacy/numeracy levels***

**School Based Apprenticeships & Traineeships (SBAT'S)**

**What is a School Based Apprenticeship and Training?**

School Based Apprenticeships or Traineeships (SBAT) are another way vocational training can contribute towards your VCE-VM Certificate. A student completing an SBAT as part of their VCE-VM program would have the following Program:

* VCE-VM studies at school
* VET at a Registered Training Organisation (RTO), such as a TAFE institute
* Part-time paid work in the industry in which you are doing the training.

A school-based apprenticeship or traineeship qualification contributes to satisfactory completion of the VCE-VM in the same way that VCE VET programs do by giving credit for Units 1 to 4. School-based apprenticeships or traineeships may contribute to an ATAR.

To become an apprentice or trainee you must be in paid work and sign a training contract which must be registered with the Department of Education and Training (DET) and the Victorian Registration and Qualifications Authority (VRQA). A school-based apprenticeship or traineeship requires a minimum of 13 hours per week, consisting of both training and employment.

Currently there are many industries such as building and construction, early childhood education, and sport and recreation in which a student can do a school-based or part-time apprenticeship or traineeship as part of your VCE-VM. These are subject to change depending on work placement availability. Some examples may include:

**Reece:**

* Certificate II in Warehousing

**National Food Institute: *(only available for stduents with additional needs)***

* Certificate II in Horticulture
* Certificate II in Food Processing
* Certificate III in Food Processing
* Certificate III in Catering Operations
* Certificate II in Warehousing Operations
* Certificate III in Warehousing Operations

**Headstart Apprenticeships & Traineeships:**

There are over 150 courses available as SBAT (through Headstart) ranging from Certificate II to Certificate IV connected to current and emerging job roles across a wide range of industries including:

* Agriculture/Horticulture
* Arts
* Automotive
* Business
* Construction
* Emerging Technologies
* Engineering
* Fashion
* Health
* Hospitality
* Sport and Recreation
* Transport and Logistics
* Travel and Tourism

An SBAT is targeted to students who are committed to vocational education and have a good idea of the career that they want to pursue. **Students undertaking an SBAT will only be allowed to be absent from school one day per week (same as VCE-VM/VET). It is the student's responsibility to keep up with any class work missed. For these reasons, an SBAT is not recommended for a student undertaking a VCE program.**

**HEADSTART**

**What is HeadStart?**

HeadStart is a new model for apprenticeships and traineeships for school students who are over 15 years old and enrolled at school. HeadStart students spend more time doing paid on-the-job training in priority industries whilst completing VCE-VM at school. A HeadStart Apprenticeship or Traineeship has three core components:

1. Flexible delivery of VCE-VM and VCE, to help maximise time on the job, with a strong focus on literacy and numeracy
2. Quality training delivered in a way that is aligned with time on the job to support achievement of competencies
3. Maximised time in employment, with time on the job increasing each Year to support genuine progression through the apprenticeship or traineeship. Depending on the requirement of the employer, it is expected that at a minimum an average student will undertake:

* One day per week paid employment in Year 10
* Two days per week paid employment in Year 11
* Three days per week paid employment in Year 12 (which may be undertaken over two years)

HeadStart staff based in schools work with the apprentice or trainee, employer, school, and TAFE institute or RTO to develop a tailored HeadStart pathway plan. This plan outlines how the apprentice or trainee will complete their VCE-VM and their apprenticeship or traineeship.

**What are the Benefits of HeadStart?**

* Students have the opportunity to spend a significant amount of time in on-the-job training whilst still completing their senior secondary qualification
* Employers are enabled to train and mentor young apprentices and trainees who are ready for work and who will also have higher levels of literacy, numeracy, and employability skills
* The increasing number of qualified apprentices and trainees in growing trades and industries
* Students will undertake high quality apprenticeships and traineeships with genuine employers and continuous and dedicated support for all parties to help students progress to completion.

**Eligibility**

HeadStart's success depends on the careful selection and matching of students, qualifications, training providers, and employers, as well as the collective goodwill and commitment of all parties to the best possible outcomes for students and employers. A HeadStart program is specifically for students who are highly focussed in the industry career and have good skills in literacy and numeracy.

For more information about HeadStart please speak with Miss Kellie-Ann Darlington in the Orange Portable or visit: [www.education.vic.gov.au/headstart](http://www.education.vic.gov.au/headstart)

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**Victorian School of Languages**

**What is the Victorian School of Languages (VSL)?**

The Victorian School of Languages (VSL) is a government school in Victoria. It provides access to language programs to students in Years 1 to 12 who do not have access to the study of different languages in their mainstream schools.

**Face-to-Face Classes**

The VSL offers face-to-face classes in over 40 VSL Centres throughout the metropolitan area and regional Victoria. Courses in many languages are available from Prep to VCE. In standards and content, courses are comparable to those offered in day school language classes and follow a standard course design. Our face-to-face classes are held outside of school hours in VSL Centres, located in government secondary colleges. These classes are held mainly on Saturday mornings. Some classes are run on weekday evenings.

**What is the benefit of studying a language?**

Many of our students are migrants or come from migrant families, with many students and their families speaking a language other than English. It can be highly challenging for a newly arrived migrant to study English when it is not their preferred language. Enrolling in a language study may benefit some of our students as learning a language can reduce the pressure of knowing all their subjects in English, continue to build their skills in their native language, and support students in completing units that contribute to their studies.

**What languages are available to study?**

The VSL offers an extensive range of language studies which the VCAA accredits for VCE. These languages include but are not limited to:

* Arabic
* Chinese (Mandarin)
* Croatian
* Filipino (Tagalog)
* Khmer
* Persian
* Punjabi
* Russian
* Serbian
* Sinhala
* Spanish
* Vietnamese

For more information about VSL studies and locations/centres, log on to: [https://www.vsl.vic.edu.au/](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.vsl.vic.edu.au%2F&data=05%7C01%7CVanessa.Mohr%40education.vic.gov.au%7Cbeee0ce84650431b9ca208db6e0b1be4%7Cd96cb3371a8744cfb69b3cec334a4c1f%7C0%7C0%7C638224766211859016%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=bPSsbLxtgpZadHQLnG9el8Wf7dvQcaIbkyddajH0OL4%3D&reserved=0) or speak to the Careers Team at the College.



**Selecting a Course for 2024**

**2024 Subject Listings**

You may like to select your subjects based on one of the programs mentioned earlier in this guide. If not, you can develop a course by selecting from the Senior Subjects & Programs listed below. This list is the anticipated set up of subjects in the Senior School at Cranbourne East Secondary College next year – **please be aware that this list may vary from the final 2024 subjects being offered, but it is likely not to vary much from the current structure as shown.**

Student choice will be the determining factor on how much the 2024 list changes from the current structure. This selection model allows you to develop a program for yourself, but please ensure that you consider all the requirements of VCE and that you keep a range of options open for post-VCE careers.

From the research each student has undertaken, there should by now be a list of preferred VCE/VET subjects. If this is not so, then please complete that research, and return to this page of the selection process.

**VCE Subjects**

The following pages of VCE subjects have detailed information, including study outlines for Units 1 & 2 and Units 3 & 4 to help you decide which subjects will appeal most to you.

**VCE/VET Courses**

Information regarding VCE/VET courses and locations are available from the Careers team on the course selection and subject information evening.

VET programs will involve extra costs. Interested students must complete the online application and pay a deposit prior to being accepted into the VET.

Should students change their mind and withdraw from the course before the course begins or change their VET enrolment there is a $50 administrative charge by the Institute. Institutions will not allow refunds to students who withdraw from a program once they have commenced. Students need to fully understand the course they are choosing and must be committed to completing the course.

Year 10, 11 & 12 in-house VET electives: a deposit of $100.00 to be paid

Year 11 & 12 block and external VET: a deposit of $200.00 to be paid

**2024 Senior Subject Costs**

These prices are based on the 2023 Payment Plan Policy and are indicative.  Once a decision of which subjects will be running in 2024 and consultation with School Council in July/August, these prices may change and will be uploaded to the School website later this year.

All Subjects includes [materials and equipment] that are provided to all students.

We invite parents to make a Curriculum Contribution based on subjects chosen to help cover the costs associated with these subjects so that the school can continue to provide these for all students.

Please go our College website <http://www.cesc.vic.edu.au/> for further information and to get a copy of the 2022 Parent Payment Policy.

VET programs will involve extra costs. Interested students must complete the online application and pay a deposit prior to being accepted into the VET.

Should students change their mind and withdraw from the course before the course begins or change their VET enrolment there is a $50 administrative charge by the Institute. Institutions will not allow refunds to students who withdraw from a program once they have commenced. Students need to fully understand the course they are choosing and must be committed to completing the course.

Year 10, 11 & 12 in-house VET electives: a deposit of $100.00 to be paid

Year 11 & 12 block and external VET: a deposit of $200.00 to be paid

**Accounting**

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor for a small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods.

**Unit 1**

**Establishing and Operating a Service Business**

This unit focuses on the establishments of a small business and the accounting and financial management of the business. Students will be introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. They will examine the role of accounting in the decision-making process for a sole proprietor.

**Area of Study 1** – going into business

**Area of Study 2** – recording financial data and reporting accounting information

**Unit 2**

**Accounting for a Trading Business**

This unit focuses on accounting for a sole proprietor of a single activity trading business. Students will use a single-entry recording system and the accrual method for determining profit.

They will analyse and evaluate the performance of the business using financial and non-financial information and suggest strategies to the owner on how to improve performance. They will develop their understanding of the importance of ICT by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

**Area of Study 1** – Recording financial data and reporting accounting information

**Area of Study 2** – ICT in accounting

**Area of Study 3** – Evaluation of business performance

**The students’ performance will be assessed using one or more of the following:**

* Exercises using a commercial accounting software package
* Folio of exercises
* Tests
* Assignments

\*students must use ICT in at least two of the selected assessment tasks.

**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 use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stick recording with the First In, First Out (FIFO) method is also used. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

**Area of Study 1** – Recording Financial Data

**Area of Study 2** – Balance Day Adjustments and Reporting and Interpreting Accounting Information

**Unit 4**

**Control and Evaluation 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 is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

**Area of Study 1** – Extension of Recording and Reporting

**Area of Study 2** – Financial Planning and Decision Making

**The student’s performance in each outcome will be assessed using one or more of the following:**

* structured questions (manual and ICT-based)
* folio of exercises (manual and ICT-based)
* a case study (manual and ICT-based)
* a report (written, oral or ICT-based)

**Assessment**

Assessment tasks for Accounting may be chosen from the list suggested in the VCAA Study Design. In both Units 3 and 4, at least 30 marks must be allocated to assessment that uses ICT applications. School Assessed Coursework for Units 3 and 4 will contribute 25% each and the end-of-year examination will contribute 50% to the final score.

**Applied Computing**

VCE Applied Computing is all about real world problem solving using technology. It focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

**Unit 1: Data Analysis & Programming**

Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations and the use of programming languages to develop working software solutions in Unity 3D and other software development tools.

**Unit 2: Innovative Solutions & Network and Security**

Students focus on developing innovative solutions to needs or opportunities that they are interested in. The innovative solution can be presented as a proof of concept, a prototype, a product in physical form or a virtual application that is software based only.

As an introduction to cybersecurity, students also investigate networks and the threats, vulnerabilities and risks to data and information and will learn how to propose strategies to protect data on networks.

**Assessment:**

For unit 1 students are required to demonstrate two outcomes. As a set these outcomes encompass a folio of exercises, software solutions and a written report.

For unit 2 students are required to demonstrate two outcomes. Specific assessment will vary based on what innovative solution is developed but may include the following:

* a presentation (oral, multimedia, visual) of an innovative solution
* a written report
* an annotated visual report
* a case study with structured questions
* the design of a wireless network or a working model of a wireless network

**Biology**

Unit 1 and 2 VCE Biology, students investigate the processes involved in sustaining life at molecular, cellular, system, species and ecosystem levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth.

The intention is to provide students with the insight, passion, skills and knowledge to pursue successful careers connected to the Biological Sciences, and to leave with an appreciation the interconnectedness of all living things on Planet Earth.

**Unit 1**

**How do organisms regulate their functions?**

**Key knowledge:**

* Cellular structure and function
* The cell cycle and cell growth, death and differentiation
* Functioning systems
* Regulation of systems
* Investigation design
* Scientific evidence
* Science communication

**Unit 2**

**How does inheritance impact on diversity?**

**Key knowledge:**

* From chromosomes to genomes
* Genotypes and phenotypes
* Patterns of inheritance
* Reproductive strategies
* Adaptations and diversity
* Scientific evidence
* Scientific communication
* Analysis and evaluation of bioethical issues

**Assessment**

**The College determines Unit 1 & 2 Assessment. It will include:**

* Practical investigation reports
* Presentations of biological data & concepts
* Tests & end-of-semester exams

Unit 3 and 4 VCE Biology, students investigate the processes involved in sustaining life at molecular, cellular, system, species and ecosystem levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth.

The intention is to provide students with the insight, passion, skills and knowledge to pursue successful careers connected to the Biological Sciences, and to leave with an appreciation the interconnectedness of all living things on Planet Earth.

**Unit 3**

**How do cells maintain life?**

**Key knowledge:**

* The relationship between nucleic acids and proteins
* DNA manipulation techniques and applications
* Regulation of biochemical pathways in photosynthesis and cellular respiration
* Photosynthesis as an example of biochemical pathways
* Cellular respiration as an example of biochemical pathways
* Biotechnological applications of biochemical pathways

**Unit 4**

**How does life change and respond to challenges?**

**Key knowledge:**

* Responding to antigens
* Acquiring immunity
* Disease challenges and strategies
* Genetic changes in a population over time
* Changes in species over time
* Determining the relatedness of species
* Human change over time
* Investigation design

**Assessment**

* Unit 3 Outcome 1 & Outcome 2 = **20%**
* Unit 4 Outcome 1, Outcome 2 & Outcome 3= **30%**
* Exam covering Units 3 & 4 content = **50%**

**Business Management**

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

**Unit 1 - Planning a Business**

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

**Area of Study 1** - The Business Idea

**Area of Study 2** - The External Environment

**Area of Study 3** - The Internal Environment

**Unit 2 - Establishing a Business**

This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

**Area of Study 1** - Legal requirements and financial considerations

**Area of Study 2** - Marketing a business

**Area of Study 3** - Staffing a business

**Suitable tasks for assessment may be selected from the following:**

* a case study analysis
* a business research report
* development of a business plan and/or feasibility study
* an interview and a report on contact with business
* a school-based, short-term business activity
* a business simulation exercise
* an essay
* a business survey and analysis
* a media analysis

**Unit 3 - Managing a Business**

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

**Area of Study 1** – Business foundations

**Area of Study 2** – Managing employees

**Area of Study 3** – Operations management

**Unit 4 - Transforming a Business**

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

**Area of Study 1** – Reviewing performance – the need for change

**Area of Study 2** – Implementing change

**Assessment Unit 3 & 4**

The student’s performance will be assessed using one or more of the following:

* a case study
* structured questions
* an essay
* a report
* a media analysis

**Unit 3 & 4 Business Management**

* Unit 3 contributes 25% to the Study Score
* Unit 4 contributes 25% to the Study Score
* End of Year Examination contributes 50% to the Study Score

**Chemistry**

Unit 1 and 2 Chemistry explores and explains the composition and behavior of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

**Unit 1 - How can the diversity of materials be explained?**

**Key Knowledge:**

* Elements and the periodical table
* Covalent substances
* Reaction of metals
* Reactions of ionic compounds
* Separation and identification of the component of mixtures
* Quantifying atoms and compounds
* Families of organic compounds
* Polymers and society
* Research Investigation

**Unit 2 – How do chemical reactions shape the natural world?**

**Key Knowledge:**

* Water as a unique chemical
* Acid-base (proton transfer) reactions
* Redox (electron transfer) reactions
* Measuring solubility and concentration.
* Analysis for acids and bases
* Measuring gases
* Analysis of salts
* Design and undertake a quantitative laboratory investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

**Assessment**

The college determines Unit 1 & 2 assessment. It will include:

* SACS – either topic tests or practical investigations
* A research investigation in Unit 1
* A practical investigation in Unit 2
* Practice exams

Unit 3 and 4 Chemistry explores and explains the composition and behavior of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

**Unit 3 - How can chemical processes be designed to optimise efficiency?**

**Key Knowledge:**

* Compare fuels quantitatively with reference to combustion products and energy outputs
* Apply knowledge of the electrochemical series to design, construct and test galvanic cells,
* Evaluate energy resources based on energy efficiency, renewability and environmental impact
* Apply rate and equilibrium principles to predict the rate and extent of reactions
* Explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

**Unit 4 - How are organic compounds categorized, analysed and used?**

**Key Knowledge:**

* Compare the general structures and reactions of the major organic families of compounds
* Deduce structures of organic compounds using instrumental analysis data
* Design reaction pathways for the synthesis of organic molecules
* Distinguish between the chemical structures of key food molecules
* Analyze the chemical reactions involved in the metabolism of the major components of food including the role of enzymes
* Calculate the energy content of food using calorimetry
* Analyze and evaluate a practical investigation related to energy, reaction rates, equilibrium, organic chemistry and/or food and present findings in a scientific poster or report format.

**Unit 3 & 4 Assessment is prescribed by VCAA.**

**Weighting is as follows:**

Unit 3 School-assessed Coursework: 16 per cent

Unit 4 School-assessed Coursework: 24 per cent

End-of-year examination: 60 per cent.

Assessment will include a combination of topic tests or practical investigations, as well as a scientific poster in Unit 4.

**Theatre Studies   
(Drama)**

Students work individually and collaboratively in various production roles to creatively and imaginatively interpret scripts and to plan, develop and present productions. Students study the contexts – the times, places and cultures – of these scripts, as well as their language. They experiment with different possibilities for interpreting scripts and apply ideas and concepts in performance to an audience. They examine ways that meaning can be constructed and conveyed through theatre performance. Students consider their audiences and in their interpretations incorporate knowledge and understanding of audience culture, demographic and sensibilities.

Students learn about innovations in theatre production across different times and places and apply this knowledge to their work. Through the study of plays and theatre styles, and by working in production roles to interpret scripts, students develop knowledge and understanding of theatre, its conventions and the elements of theatre composition. Students analyse and evaluate the production of professional theatre performances and consider the relationship to their own theatre production work. Students learn about and demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in theatre production.

**Unit 1:**

**Pre-modern theatre styles and conventions**

* Interpreting scripts from the pre-modern era
* Using and application of knowledge of theatre styles, dramaturgy, acting skills, directorial skills and design skills to shape interpretations of scripts from the pre-modern era.
* Creating and manipulating actor-audience relationships
* The use of acting, direction and design to realise theatre styles from the pre-modern era
* How theatrical interpretations are informed by the contexts of the script
* Analysing a professional theatre performance

**Unit 2:**

**Modern theatre styles and conventions**

* Interpreting scripts from the modern era
* Understanding the factors that influence the development of theatre styles in the modern era
* Innovations established in theatre productions in the modern era
* Developing production processes and practices for realising production for performance to an audience.
* Applying the production roles of actor, director and/or designer in modern theatre
* Analyse and evaluate a professional theatre production

**Unit 3:**

**Producing theatre**

* Application of the elements theatre compositions creatively and imaginatively
* Interpretation and annotation of scripts
* Development of a creative and imaginative interpretation of a script for performance to an audience
* Apply theatre technologies to enhance realisation of production aims
* Safe and ethical working practices associated with theatre production
* Analyse and evaluate a professional theatre production

**Unit 4:**

**Presenting an interpretation**

* Researching and presenting theatrical possibilities
* Understanding influences of the playwright
* Justify dramaturgical decisions that underpin the proposed interpretation of the script
* Utilising elements of theatre composition
* Analyse the use of focus, acting space and verbal and/or non-verbal language to convey the intended meaning of the script.
* Analyse the ways that actor/s, director/s, and designer/s work with the theatre style/s utilised in professional productions

**Assessment**

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit students are required to demonstrate two outcomes. As a set, these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following:

* An interpretation of scripts from the pre-modern era through the application of acting, direction and/or design: costume, make-up, props, set, lighting, sound.
* An oral presentation
* A written report responding to structured questions

**Unit 3:** School-assessed Coursework: 30%

**Unit 4:** School-assessed coursework: 15%

**End of year practical examination:** 25%

**End of year written examination:** 30%

**Economics**

VCE Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the affect that these decisions may have on material and non-material living standards. Developing students’ understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences.

**Unit 1 – Economic Decision Making**

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

**Area of Study 1** - Thinking like an economist

**Area of Study 2** - Decision making in markets

**Area of Study 3 –** Behavioural Economics

**Unit 2 - Economic Issues and Living Standards**

Students consider the influence on the world’s living standards of the decisions made and the actions taken in the global economy by investigating one or more contemporary global issues and the trade-offs involved. Through an examination of the issue, students gain a greater appreciation of additional factors that can affect living standards in both Australia and in other nations. They consider the perspectives of relevant stakeholders and evaluate the validity of individual and collective responses to global issues.

**Area of Study 1** – Economic Activitiy

**Area of Study 2** - Applied economic analysis of local, national and international economic issues

**Assessment Unit 1 & 2:**

* An analysis of written, visual and statistical evidence
* A folio of applied economic exercises
* Problem-solving tasks
* A report of an investigation or an inquiry
* Structured questions
* A presentation (oral, multimedia, visual)

**Unit 3 - Australia’s Living Standards**

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

**Area of Study 1** - An introduction to microeconomics: the market system, resource allocation and government intervention

**Area of Study 2** - Domestic macroeconomic goals

**Area of Study 3** - Australia and the international economy

**Unit 4 - Managing the Economy**

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

**Area of Study 1** - Aggregate demand policies and domestic economic stability

**Area of Study 2** - Aggregate supply policies

**Assessment Unit 3 & 4:**

The student’s performance on each outcome is assessed using one or more of the following:

* a folio of applied economic exercises
* an essay
* a report
* media analysis
* a case study
* Structured questions

**English Options**

Students at Cranbourne East Secondary College must study VCE English OR VCE English as and Additional Language (VCE EAL). Eligible EAL students who have arrived from a non English speaking country between 2017 and now are eligible. Students may not be eligible if they have spent time in another English-speaking country before settling in Australia. The EAL and English leaders will determine eligibility and the student must supply documentation to support their eligibility claim.

Additonally, Cranbourne East Secondary College will be offering VCE Literature as a VCE choice for units 1 and 2 (2022), and units 3 and 4 (2023 – dependant on 2022 enrolments).

In order to obtain a VCE certificate, students must a complete an ENGLISH study. However, CESC will only offer VCE Literature as one of the four additional subjects chosen on top of VCE English or VCE EAL, and it will not act as a student’s sole English area of study. Units 1 & 2 of VCE Literature are not prerequisites for units 3 &4, however it is strongly recommended due to the high expectations in the subject area.

Please consider this requirement when choosing your subjects for the upcoming years.

VCE Literature would suit students with a love of reading and writing, and would not suit students requiring significant literacy support. There will be CESC entry requirements that will need to be met.

**English & English as an Additional Language (EAL)**

VCE English and EAL focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

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

**English Unit 1 & 2**

Where both Units 1 and 2 are undertaken, students must read and study at least five set texts. The term ‘set text’ refers to texts chosen by the school for Unit 1 Area of Study 1 and Unit 2 Area of Study 1. For Area of Study 1 in both Units 1 and 2, students must read and study two set texts. At least two set texts must be selected from the following categories: novels, plays, collections of short stories or collections of poetry. All set texts will need to be purchased by the student, with the exception of any excerpts that have been set and these will be provided by the school.

**Unit 1**

**Outcome 1 - Reading and exploring texts:**

* Textual analysis of a set text
* Personal response to a set text

**Outcome 2 - Crafting :**

* Create at least two texts that demonstrate an understanding of the drafting process
* Write a description of the writing proccess and authorial choices made

**Unit 2**

**Outcome 1 - Reading and exploring texts:**

* Textual knowledge of texts

**Outcome 2 - Exploring Argument:**

* Analyse media texts for meaning
* Create a point of view for oral presentation

**English Unit 3 & 4**

A total of five texts across the Units 3 and 4 sequence must be selected from the Text Lists published annually by the VCAA.

At least two set texts must be selected from the following categories: novels, plays, collections of short stories or collections of poetry.

**Unit 3**

**Outcome 1 - Reading and responding to texts:**

* Textual analysis in written form

**Outcome 2 – Creating texts:**

* Create two written texts that show consideration for audience, purpose and context.
* A written explanation of the writing process

**Unit 4**

**Outcome 1 - Reading and responding to texts:**

* Textual knowledge of texts

**Outcome 2 - Analysing Arguments:**

* Create a persuasive speech on a topical subject
* Analyse one written text
* Analyse one audio or audio/ visual text

**Externally Assessed Exam:**

* Exam specifications have not yet been set by VCAA as this is a new study design.

**English as an Additional Language (EAL)**

Where both Units 1 and 2 are undertaken, EAL students must read and study at least three set texts. The term ‘set text’ refers to texts chosen by the school for Unit 1 Area of Study 1 and Unit 2 Area of Study 1 for Unit 1 Area of Study 1, EAL students must read and study at least one set text. For Unit 2 Area of Study 1, EAL students must read and study two set texts. In either Unit 1 or 2, at least one set text must be a written text in one of the following forms: a novel, a play, a collection of short stories or a collection of poetry.

**Unit 1**

**Outcome 1 - Reading and exploring texts:**

* Textual analysis of a set text – this may be in short answer format
* Personal response to a set text

**Outcome 2 - Crafting :**

* Create at least two texts that demonstrate an understanding of the drafting process
* Annotations that show the writing proccess and authorial choices made

**Unit 2**

**Outcome 1 - Reading and exploring texts:**

* Textual knowledge of texts

**Outcome 2 - Exploring Argument:**

* Analyse media texts for meaning
* Create a point of view for oral presentation

**Unit 3 & 4**

A total of five texts across the Units 3 and 4 sequences must be selected from the Text Lists published annually by the VCAA. Some of the set texts may be excerpts. In either Unit 3 or 4, at least one set text must be a written text in one of the following forms: a novel, a play, a collection of short stories or a collection of poetry.

**Unit 3**

**Outcome 1 - Reading and responding to texts:**

* Textual analysis in written form
* Short answer responses to an audio/ visual text

**Outcome 2 – Creating texts:**

* Create two written texts that show consideration for audience, purpose and context.
* Annotations that reflect on the writing process

**Unit 4**

**Outcome 1 - Reading and responding to texts:**

* Textual knowledge of texts

**Outcome 2 - Analysing Arguments:**

* Create a persuasive speech on a topical subject
* Analyse one written text
* Analyse one audio or audio/ visual text

**Externally Assessed Exam:**

* Exam specifications have not yet been set by VCAA as this is a new study design.

**English as ADDITIONAL Language (EAL) - Pathways**

The following outlines the college pathways to support and structure a program for EAL students who are currently in year 10.

The objective is to provide students with a program, based on their academic achievement, which will enable them to experience success and satisfactorily attain a Victorian Senior Secondary Certificate.

This is not a punitive measure, rather one that supports students to access the curriculum and successfully achieve a senior secondary certificate. Please note the Cranbourne East Secondary College will use a variety of data to determine the pathway/s that will be available to relevant students. This may include:

* Assessment Tasks
* Progressive Achievement Test- READING (PAT-R)
* Student engagement with their learning
* Interview to discuss student’s growth, motivation, and aspiration.
* A VASS report consisting of NAPLAN results from Year 7 and Year 9 (where available) to indicate prediction of student's achievement in VCE
* Year 10 Pathway eligibility assessment will be conducted as required.

VCAA recommends C3 level or above to attempt a Senior School pathway. If the student is not at C3 level VCAA strongly cautions attempting the senior study course as the design is too difficult. This is because the curriculum assumes a level of proficiency. Additionally, as the Cranbourne East Secondary College minimum passing percentage is 50%, students will need to have attained C4 proficiency on the EAL Continuum, at an absolute minimum, to undertake the VCE EAL pathway.

VCAA recommends an unscored VCE or a three year VCE is offered to support the EAL students. Schools are reminded to check that students will remain eligible for VCE EAL in their third year of VCE if this pathway is chosen. If the third year of VCE would mean the student is no longer eligible for EAL, they are advised to complete an unscored VCE.

**VCE VM (Vocational Major) Pathways**

**VCE Pathways**

**VCE Vocational Major** (Two pathway options in 2024 only for year 11. In 2024, Year 12 only have access to VCE VM – SWL Pathway).

**VCE VM – SWL-R**

* VCEVM units as per program requirements.
* This includes Structured Workplace Learning (SWL-R) (one day per week)

**VCE VM – VM/GEN**

* VCEVM unit as per program requirements
* No Structured Workplace Learning (SWL – R)
* Must choose one VCE General subject.

**VCE General**

**Standard VCE - Pathway 2 (2-year completion)** – *(EAL Curriculum Level - Minimum entry recommended C4) \*a three-year option may be needed if the student needs extra support to meet the outcomes.*

**Year 1**

* 1 x Unit 1&2 VCE EAL
* 5 x Unit 1&2 VCE subjects

**Year 2** *\* dependent on passing units 1 and 2 in year 1.*

* 1 x Unit 3&4 VCE EAL
* 4 x Unit 3&4 VCE subject

**Supported VCE - Pathway 3 (3-year completion and aiming for an ATAR)** *– (EAL Curriculum Level* required - Minimum entry recommended C3)

**Year 1**

* 1 x Unit 1&2 Bridging EAL
* 3 x Unit 1&2 VCE subjects
* 1 x study periods line

**Year 2**

* 1 x Unit 1&2 EAL
* 2 x Unit 3&4 VCE subjects *\* Dependent on passing units 1 and 2 in previous years.*
* 1 x Unit 1&2 VCE subjects
* 1 x study periods line

**Year 3**

* 1 x Unit 3&4 VCE EAL
* 3 x Unit 3&4 VCE subjects
* 1 x study periods line

**Year 11 and 12 pathway options:**

|  |  |  |
| --- | --- | --- |
| **C level attained by Semester 1 year 10** | **VCE VM pathway** | **VCE Pathway** |
| C0 to C1 |  | | |
| C2 | VCE VM not suitable as the student does not have the language skills required. Students will be VPL |  |
| C3 | Pathway: 1b | Pathway 3 |
| C4 | Pathway 1a | Pathway 2 |

**Literature**

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

In VCE Literature students develop and refine four key abilities through their engagement with texts. These are:

* an ability to offer an interpretation of a whole text (or a collection of texts)
* an ability to demonstrate a close analysis of passages or extracts from a text, in consideration of the whole text
* an ability to understand and explore multiple interpretations of a text
* an ability to respond creatively to a text.

Students are provided with opportunities to read deeply, widely and critically; to appreciate the aesthetic qualities of texts; and to write creatively and analytically.

VCE Literature enables students to examine the historical, social and cultural contexts within which both readers and texts are situated. Accordingly, the texts selected for study should be drawn from a wide range of eras, a variety of forms and diverse social and cultural contexts.

The study of VCE Literature fosters students’ enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

Over units 1 & 2, students will study six texts. These will be four complete texts (two per unit) and two that are part of a collection/ excerpt (one per unit. The range of texts must include:

* one prose text such as a novel, collection of short stories, biography, autobiography, memoir, or collection of letters
* four poems
* one script for stage or screen
* one film or television or radio or multimedia text
* one Australian text
* one text from a past era or another culture (this text will be used for Unit 2 Area of Study 1). The last two text types may overlap with other requirements.

**Unit 1: Approaches to Literature**

**Outcome 1 - Reading Practises:**

* Textual analysis
* Explain the literary techniques used
* Explain the influences that shape a reader response

**Outcome 2 - Exploration of literary movements and genres:**

* Explore the replication of conventions across at least one complete text alongside multiple samples of other texts typical of a movement or genre
* Comment on how the conventions of a movement or genre contribute to meaning
* Analyse and reflect on the ideas and concerns raised by texts typical of a movement or genre
* Explore and experiment with the assumptions and representations in texts associated with a movement or genre

**Unit 2**

**Outcome 1 – Voices of Country:**

* Engage with and explore Aboriginal and Torres Strait Islander perspectives, knowledge and storytelling
* Reflect on literary representations of and by Aboriginal and Torres Strait Islander peoples
* Comment on and understand assumptions and representations in a text(s) that comes from a colonial viewpoint

**Outcome 2 - The text in its context:**

* Explore and analyse how a text represents its historical, social and cultural context
* Develop critical responses to a text by examining how the literary form, features and language are used in the text to reveal the specific period and/or culture represented in the text
* Explore how a text enables an understanding of a specific time period and/or culture

*NOTE: at least one assessment in either Unit 1 or 2 MUST be in oral form.*

**Food Studies**

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

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

**Unit 1**

**Food Origins**

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students also focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine.

**Unit 2**

**Food Makers**

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

**Unit 3**

**Food in Daily Life**

This unit investigates the many roles and everyday influences of food. This study explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

It also focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

**Unit 4**

**Food Issues, Challenges and Futures**

In this unit students examine debates about global and Australian food systems. It focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

It also focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practice and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

**Assessment**

Assessments for this study can include any of the following:

* Practicals with a written practical report
* Media analysis
* Research Inquiry task
* Product evaluation
* Written tests
* Written report

**Foundation Mathematics Unit 1 & 2**

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

**Unit 1 & 2:**

**Area of study 1: Algebra, number & structure**

* application of integers, fractions and decimals, their properties and related operations
* use of ratios, proportions, percentages and rates to solve problems
* estimation, approximation and reasonableness of calculations and results.
* The use of patterns and formulas

**Area of study 2: Data analysis, probability & statistics**

* collection and representation of data in diagrammatic, tabular and graphical forms and the features, conventions and terminology used in these processes
* construction of charts, tables and graphs to represent data
* interpretation of data to summarise and communicate findings and possible conclusions.

**Area of study 3: Discrete mathematics**

* personal financial services and information such as borrowing, bills and banking
* income calculations including rates of pay and payslips
* personal taxation and superannuation
* taxation as a community and contribution to government
* fees and interest
* cost structures and related information associated with financial transactions.

**Area of study 4: Space & measurement**

* standard metric units and measures, including common derived metric measures
* reading and interpretation of scales on digital and analogue instruments
* estimation and approximation strategies
* maps, plans, shapes and diagrams
* time and duration including time and date specifications, conventions, schedules and timetables.

**Assessment:**

* portfolio
* assignments
* tests
* solutions to sets of worked questions
* summary notes or review notes.
* modelling tasks
* problem-solving tasks
* mathematical investigations

**Foundation Mathematics Unit 3 & 4**

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are ‘Algebra, number and structure’, ‘Data analysis, probability and statistics’, ‘Discrete mathematics’ and ‘Space and measurement’.

**Unit 3 & 4:**

**Area of study 1: Algebra, number & structure**

* further application of integers, fractions and decimals, their properties and related operations
* use of ratios, proportions, percentages and rates to solve problems
* estimation, approximation and reasonableness of calculations and results.
* The use of patterns and formulas, including transposition of equations

**Area of study 2: Data analysis, probability & statistics**

* collection and representation of data in diagrammatic, tabular and graphical forms and the features, conventions and terminology used in these processes
* construction of charts, tables and graphs to represent data
* interpretation of data to summarise and communicate findings and possible conclusions.
* contemporary representations of data including pictograms, bubble, Mekko, radar, sunburst, heat map and stacked area charts
* interpolation and extrapolation of data

**Area of study 3: Discrete mathematics**

* personal financial services and information such as borrowing, bills and banking
* income calculations including rates of pay and payslips
* personal taxation and superannuation
* taxation as a community and contribution to government
* fees and interest
* cost structures and related information associated with financial transactions.

**Area of study 4: Space & measurement**

* transformations, similarity and symmetry
* scaling of 2D and 3D shapes
* perimeter, area, surface area and volume of compound shapes and objects
* calibration and error in measurement, including tolerance, accuracy and precision.

**Assessment:**

**School based:**

* Modelling tasks
* Problem-solving tasks
* Mathematical investigations

**External:**

* Exam: Multiple Choice and Extended Response (2 hours)

**General Mathematics Unit 1 & 2**

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. General Mathematics provides the knowledge for a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

**Unit 1 & 2:**

**Area of Study 1: Data analysis, probability and statistics**

* types of data, frequency tables and bar charts, and the mode and its interpretation
* histograms, stem plots and dot plots and choosing between plots according to context and purpose
* median, range, and interquartile range (IQR), mean and standard deviation
* the five-number summary and the boxplot as its graphical representation and display
* scatterplots and their use in identifying, describing and predicting the association between two numerical variables in terms of direction, form and strength

**Area of Study 2: Algebra, number & structure**

* arithmetic and geometric sequences
* use of recurrence relations and rules to model sequences
* networks and graphs and how they can model real-world structures

**Area of Study 3: Functions, relations & graphs**

* the properties and concept of linear functions and their graphs
* simultaneous linear equations and their solutions
* numerical, graphical and algebraic approaches to direct and inverse variation
* transformation of data to linearity to establish relationships between variables
* modelling of given non-linear data using the relationships

**Area of Study 4: Discrete mathematics**

* what matrices are and their uses to store, display and manipulate information
* matrix arithmetic: the definition of addition, subtraction, multiplication by a scalar, multiplication, the power of a square matrix, and the conditions for their use
* applications of matrices
* measurement of length, angle, area, volume and capacity
* similar shapes including the conditions for similarity
* the use of trigonometric ratios and Pythagoras’ theorem and the sine rule to solve practical problems

**Assessment:**

* Portfolio
* Assignments
* Tests
* solutions to sets of worked questions
* summary notes or review notes.
* modelling tasks
* problem-solving tasks
* mathematical investigations

**General Mathematics Unit 3 & 4**

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study ‘Data analysis, probability and statistics’ and ‘Discrete mathematics’.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2.

**Unit 3 & 4:**

**Area of study 1: Data analysis, probability and statistics**

* Types of data, representation of data as graphs and their interpretation
* Data distributions and standard deviation
* The relationship between 2 variables and applications
* Lines of best fit and using them to predict outcomes
* Data transformations
* Times series plots

**Area of study 2: Discrete mathematics**

* Sequences and how they can be generated from rules
* Compound interest, investments and loans
* Depreciation of assets and reducing-balance loans
* Annuities and perpetuities
* Matrices and their applications
* Networks and decision mathematics

**Assessment:**

**School based:**

* Application Task SAC - Statistics
* Problem-solving SAC – Recursion & Finance
* Problem-solving SAC - Matrices
* Problem-solving SAC - Networks

**External:**

* Exam 1: Multiple Choice (1.5 hours)
* Exam 2: Extended Response (1.5 hours)

**Health and Human Development**

Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government’s overseas aid program.

**Unit 1**

**Understanding Health and Wellbeing**

* Various definitions of health and wellbeing, including physical, social, emotional, mental and spiritual dimensions
* Aboriginal and Torres Strait Islander perspectives on health and wellbeing
* The function and food sources of major nutrients important for health and wellbeing
* The consequences of nutritional imbalance in youths’ diet on short- and long-term health and wellbeing
* Sources of nutrition information and methods to evaluate its validity
* aspects of youth health and wellbeing requiring health action, as indicated by health data on burden of disease and health inequalities, and research on the concerns of young people
* Government and non-government programs relating to youth health and wellbeing

**Unit 2**

**Managing Health and Development**

* Overview of the human lifespan
* Perceptions of youth and adulthood as stages of the lifespan
* Definitions and characteristics of development, including physical, social, emotional and intellectual
* Key characteristics of healthy and respectful relationships and the impact on health and wellbeing, and development
* Key aspects of Australia’s health system such as Medicare, the Pharmaceutical Benefits Scheme and private health insurance
* The range of services available in the local community to support physical, social, emotional, mental and spiritual dimensions of health and wellbeing
* Rights and responsibilities associated with accessing health services, including privacy and confidentiality relating to the storage, use and sharing of personal health information and data.

**Unit 3**

* Concepts of health and wellbeing (including physical, social, emotional, mental and spiritual dimensions) and illness, and the dynamic and subjective nature of these concepts
* Benefits of optimal health and wellbeing and its importance as a resource individually, nationally and globally
* Australia’s health system, including Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme, and its role in promoting health in relation to funding, sustainability, access and equity
* The role of health promotion in improving population health, focusing on one of: smoking, road safety, or skin cancer, including: – why it was/is targeted – effectiveness of the health promotion in improving population health – how the health promotion reflects the action areas of the Ottawa Charter for Health Promotion

**Unit 4**

* Characteristics of high-, middle- and low-income countries
* Similarities and differences in health status and burden of disease in low- , middle- and high-income countries, including Australia
* Factors that contribute to similarities and differences in health status and burden of disease, including access to safe water; sanitation; poverty; inequality and discrimination (race, religion, sex, sexual orientation and gender identity); and global distribution and marketing of tobacco, alcohol and processed foods
* The concept of human development, including advantages and limitations of the Human Development Index
* Implications for health and wellbeing of global trends including: – climate change (rising sea levels, changing weather patterns and more extreme weather events) – conflict and mass migration – increased world trade and tourism – digital technologies that enable increased knowledge sharing.

**Assessment**

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit students are required to demonstrate two outcomes. As a set, these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following:

* A short-written report, such as a media analysis, a research inquiry, a blog or a case study analysis
* Oral presentation, such as a debate or a podcast
* A visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
* Structured questions, including data analysis. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 3 School-assessed Coursework: 25%

Unit 4 School-assessed Coursework: 25%

End-of-year examination: 50%

**History: Revolutions**

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

**History Revolutions covers the cause and consequences of the following topics:**

* Unit 3 - The French Revolution of 1789.
* Unit 4 - The Russian Revolution of October 1917.

**Unit 3 - The French Revolution**

**Area of Study 1: Causes of the French Revolution**

* the events and other conditions that contributed to the outbreak of revolution, including involvement in the American War of Independence, friction between monarchy and Parlements, noble privileges, peasant grievances, economic change, the calling of the Estates-General and their regulation, the ‘Cahiers de Doléances’, decisions made by Louis XVI, political pamphlets, the harvest crisis and food shortage and the dismissal of Necker
* the ideas that played a significant role in challenging the existing order, including the Enlightenment, the attack on ‘ministerial despotism’ in the revolt of the Notables 1787–88, the critique of privilege, the attack on feudalism and claims to popular sovereignty and equality
* the role of individuals, including Louis XVI and Marie Antoinette, Duc d’Orléans, Emmanuel Joseph Sieyès, Comte de Mirabeau, Marquis de Lafayette and Camille Desmoulins
* the contribution of popular movements in mobilising society and challenging the existing order, including the Réveillon Riots, the storming of the Bastille, the ‘Great Fear’ and the October Days.

**Area of Study 2: Consequences of French Revolution**

* the challenges the new regime faced in attempting to consolidate its power, including power of the Church and nobility, hostility of foreign powers and the Papacy, the scale of the reforms envisaged by the Revolution, economic challenges, the outbreak and course of war, internal divisions over the aims of the Revolution, the abolition of absolute monarchy and privileged corporations, the introduction of popular sovereignty and representative government, changes to laws and taxes, the abolition of feudalism, the abolition of slavery and reforms to the Church
* the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including the use of capital punishment and the policy of ‘terror until peace’ in 1793–94
* the contribution of significant individuals that changed society, including Louis XVI, Georges Danton, Jean-Paul Marat, Maximilien Robespierre and Marquis de Lafayette
* the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including bourgeoisie, parish priests and other clergy, urban workers in Paris, urban and rural women, peasants, the nobility and émigrés.

**Unit 4 - The Russian Revolution**

**Area of Study 1: Causes of the Russian Revolution**

* the events and other conditions that contributed to the outbreak of revolution, including tensions in Tsarist Russia, the formation of the Mensheviks and Bolsheviks, the Russo-Japanese War, Bloody Sunday, the role of the Dumas, World War One, the February Revolution, the effectiveness of the Provisional Government, The Dual Authority, Lenin’s return and his April Theses, the July Days, the Kornilov Affair and the events of October 1917
* the ideas that played a significant role in challenging the existing order, including Nationalism, Liberal reformism, Revolutionary Populism, Marxism and Marxist-Leninism
* the role of individuals, including Tsar Nicholas II and Tsarina Alexandra, Count Witte, Pyotr Stolypin, Grigori Rasputin, Alexander Kerensky, Lenin and Trotsky
* the contribution of popular movements in mobilising society and challenging the existing order, including workers’ protests and peasants’ uprisings, soldier and sailor mutinies, and challenges by the Socialist Revolutionaries, Bolsheviks and Mensheviks (SDs), Octoberists and Kadets.

**Area of Study 2: Consequences of Russian Revolution**

* the challenges the new regime faced in attempting to consolidate its power, including the dissolution of the Constituent Assembly, political opposition, the creation of the Sovnarkom, land redistribution, the Treaty of Brest-Litovsk, State Capitalism, the Civil War, War Communism, the Red Terror, the Polish Soviet War, the 1921 Famine and the Kronstadt Revolt
* the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals, including creation of the Sovnarkom, creation of the CHEKA, issuing of new decrees, State Capitalism, War Communism, the Treaty of Riga, the Tenth Party Congress (introduction of the NEP and Lenin’s ‘On Party Unity’) and the effects of the NEP
* the contribution of significant individuals that changed society including Lenin, Trotsky, Felix Dzerzhinsky and Alexandra Kollontai
* the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including Aristocracy, peasants, Kulaks, workers, bourgeoisie, women and nationalities of the former Russian Empire.

**Possible Assessments:**

* a historical inquiry
* an analysis of primary sources
* an evaluation of historical interpretations
* an essay

**Legal Studies**

Legal Studies examines the institutions and principles which are essential to Australia’s legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia and the justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice.

**Unit 1 - The Presumption of Innocence**

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

**Area of Study 1** – Legal Foundations

**Area of Study 2** – Proving guilt

**Area of Study 3** – Sanctions

**Unit 2 – Wrongs and Rights**

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

**Area of Study 1** – Civil Liability

**Area of Study 2** – Remedies

**Area of Study 3** – Human Rights

**Assessment for Unit 1 & 2**

Student’s performance will be assessed using one or more of the following:

* A folio of exercises
* Structured questions
* A classroom presentation
* A role-play
* A report

**Unit 3 - Rights and Justice**

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the courts within the Victorian court hierarchy, as well as Victorian legal institutions and bodies available to assist with cases. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

**Area of Study 1** – The Victorian Criminal Justice System

**Area of Study 2** – The Victorian Civil Justice System

**Unit 4 - The People and the Law**

In this unit, students explore how the Australian Constitution establishes the laws-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the

Australian Institution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

**Area of Study 1** – The people and the Australian Constitution

**Area of Study 2** – The People, the Parliament and the Courts

**Assessment for Unit 3 & 4**

Student’s performance will be assessed using one or more of the following:

* A folio of exercises
* Structured questions
* A report

**Mathematical Methods Unit 1 & 2**

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

**Unit 1 & 2**

**Area of Study 1: Functions, relations and graphs**

* Functions and their notation
* Interpretation and sketching of graphs
* Features of graphs including stationary points and inflection points
* Power functions, polynomial functions, circular functions, exponential functions, logarithmic functions and their applications
* Trigonometry and the unit circle

**Area of Study 2: Algebra, number and structure**

* Algebra, solving equations and systems of equations
* Transformations of the plane
* Roots, factors and graph intercepts
* Inverse functions
* Index laws and logarithm laws

**Area of Study 3: Calculus**

* Average and instantaneous rates of change
* Use of gradient at a tangent to describe rates
* Limits and understanding of the derivative
* Calculating derivatives
* Applications of differentiation
* Anti-differentiation

**Area of Study 4: Data analysis, probability and statistics**

* Random experiments, outcomes and random variables
* Distributions of random experiments
* Counting (permutations and combinations)
* Addition and multiplication rules
* Conditional probability

**Assessment:**

* assignments
* tests
* solutions to sets of worked questions
* summary notes or review notes.

**Mathematical Methods Unit 3 & 4**

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

**Unit 3 & 4**

**Area of study 1: Functions, relations and graphs**

* Polynomial functions, power functions, exponential functions, logarithmic functions and circular functions
* Transformations of graphs and functions
* Modelling applications of functions

**Area of study 2: Algebra, number and structure**

* Solving polynomial equations
* Inverse functions
* Composition of functions
* Solving systems of equations and literal equations

**Area of study 3: Calculus**

* Graphs of derivative and anti-derivatives
* Derivatives
* Product, quotient and chain rules
* Identification of stationary and inflection points
* Anti-derivatives and area under curves

**Area of study 4: Data analysis, probability and statistics**

* Random variables as functions
* Calculation of mean and variance
* Discrete and continuous random variables
* Statistical inference and confidence intervals

**Assessment:**

**School-based:**

* Application SAC – Functions and calculus
* Modelling SAC – Data analysis, probability and statistics
* Problem-solving SAC – General

**External:**

* Exam 1 – Tech free – Short answer (1 hour)
* Exam 2 – Tech-active – Multiple choice and extended response (2 hours)

**Media**

VCE Media provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

Students will have the opportunity to analyse media concepts, forms, and products in an informed and critical way. Students consider narratives, technologies, and processes from various perspectives, including an analysis of structure and features. They examine debates about the role of the media in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives, and products.

VCE Media supports students to develop and refine their planning and analytical skills, and their critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression that are valuable for participation in, and contribution to, contemporary society.

**Unit 1: Media forms, representations, and Australian stories**

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They develop research skills to investigate and analyse selected narratives, focusing on the media professionals’ influence on production genre and style. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity.

**Unit 2: Narrative across media forms**

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

**Unit 3: Media narratives and pre-production**

In this unit, students explore stories that circulate in society through a close analysis of a media narrative.

Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship occurring in physical and/or virtual space and time in fictional and non-fictional media products. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. They investigate a media form that aligns with their interests and intent, developing an understanding of the codes and narrative conventions appropriate to audience engagement, consumption and reception within the selected media form. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

**Unit 4: Media production; agency and control in and of the media**

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

The context in which media products are produced, distributed and consumed is an essential framework through which audiences view and read media products. Social, historical, institutional, cultural, economic and political contexts can be seen through explicit or implied views and values conveyed within media products. The media disseminate these views and values within a society and, as a result, can play a key role in influencing, reinforcing or challenging the cultural norms.

In this unit, students view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

**Assessment:**

The tasks which will be completed in this subject include:

* Research folio
* Text Response\Analysis
* Media Production (Film, Photography, Radio, Digital or Print)
* Product Design Plan

**Modern History**

Students explore the nature of political, social, economic and cultural change in the period between the world wars.

**Unit 1**

**Twentieth Century History (1918 - 1939)**

In this area of study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations.

**Area of study 1: Ideology and Conflict**

* the principal features of the post-World War One peace treaties, such as the re-drawing of borders, reparations, loss of territory and population by the defeated countries, and economic and political sanctions.
* ideologies, movements and events of the interwar period such as socialism and communism in the USSR, fascism in Italy, fascism and militarism in Japan, Nazism in Germany, isolationism in the USA and liberal democracy in Britain and the USA.
* the establishment, goals, achievements and limitations of the League of Nations, Woodrow Wilson’s 14 Points and the responses of Britain, France, the USA, Japan and Italy to these measures.
* the significant influences and events which led the world into a second war in 1939, such as the peace treaties, actions of the League of Nations, the rise of fascist and militarist regimes, the Great Depression, and territorial aggression
* key concepts: imperialism, fascism, nazism, socialism, communism, democracy, capitalism, nationalism and national self-determination, and militarism.

**Area of Study 2: Social and Cultural Change**

* the influence of political, economic and technological change on the ways in which society was organised and people lived their lives including: working conditions and workers’ rights and the positions and roles of men, women and children; and law and order, social control and personal freedoms
* the role of race, class, ethnicity, political affiliation and gender in social experience
* the extent to which certain groups were included or excluded from participation in the society and the manifestations of that inclusion or exclusion
* the ways in which particular forms of cultural expression such as art, literature, architecture, film and music both influenced and reflected social, economic and political change
* attempts by governments, groups and individuals to control cultural expression and use it to challenge or shape political and social agendas
* the influence of and responses to an individual artist, film maker, photographer, writer or group (such as the Bauhaus movement, Art Deco, Futurism, Modernism, African American music).

**Unit 2**

**Twentieth Century History (1945-2000)**

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

**Area of Study 1: Competing Ideologies**

* the economic, political and social characteristics of the competing ideologies of Communism in the USSR and democracy and capitalism in the USA
* the significant features of the peace conferences at Yalta and Potsdam such as the re-drawing of borders, loss of territory and population by the defeated countries and the tensions between Truman and Stalin over the treatment of Germany
* the significance to the Cold War and Soviet–American relationship of Churchill’s Iron Curtain speech, the Truman Doctrine, the Marshall Plan and the Berlin Blockade
* the establishment and goals of the United Nations including initiatives to address areas of international concern about human rights, and economic and social issues
* the significant features of the Cold War such as the development of alliances, the arms race, the space race, propaganda, sport, popular culture and espionage
* wars and conflicts that reflected the tensions and divisions of the Cold War focusing on one or more of:
* the Korean War including the background to the conflict and the outcome for people, countries and the Cold War superpowers
* the division of Germany and Berlin, the building of the Berlin Wall, the Stasi and the consequences for those who lived with the division for 28 years
* dissent among Soviet Satellites, including the uprisings in Poland and Hungary in 1956 and the Prague Spring in 1968, and Soviet responses to dissent
* the Vietnam War, including the background to the conflict, the domino theory, reasons for international involvement, the anti-war movement, outcomes and consequences
* events in Cuba such as the Cuban Revolution, the Bay of Pigs invasion, the Cuban missile crisis, and outcomes and consequences for Cuba and for superpower relationships
* influences that contributed to the end of the Cold War such as detente between the USSR and the USA, the war in Afghanistan, Reagan and Star Wars, Gorbachev’s policies, developments in the satellite states such as Solidarity in Poland, dismantling of the Berlin Wall and reunification of Germany, and the breakup of the Soviet Union
* the key concepts which underpinned events and crises during the period: nationalism and national self-determination, decolonisation, glasnost, perestroika, solidarity and internationalism.

**Area of Study 2: Challenge & Change**

* conditions and events that gave rise to the challenge and change to power
* the ideas that influenced the challenge and brought about change
* key individuals and/or groups involved in the movement for change
* the methods employed by groups and individuals to implement change and express views, such as diplomacy, meetings and marches, civil disobedience, armed conflict, hijackings, bombings
* the responses of established political and social orders, both positive and negative Unit 2: Twentieth century history 1945-2000 VCE History 2016–2021 28
* the extent to which goals were achieved and change occurred
* the short- and long-term consequences of particular events and movements
* the key concepts that underpinned challenge and change in the period: decolonisation, nationalism, theocracy, self-determination, racism, sexism, feminism and egalitarianism.

**Possible Assessments in Unit 1-2 History**

* a historical inquiry
* an analysis of primary sources
* an analysis of historical interpretations
* an essay

**Music Performance**

**Diagram

Description automatically generated**

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice.

In this study students are offered a range of pathways that acknowledge and support a variety of student backgrounds and music learning contexts, including formal and informal.

**Unit 1: Organisation of music**

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

**Unit 2: Effect in music**

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

**Unit 3: Influence in music**

In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.

Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

**Unit 4: Project**

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that   
is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

**Assessment**

**\*\*Students MUST have individual lessons on their chosen instrument when undertaking these units of work.**

* Performance of selected works
* Technical work that addresses challenges in performance
* Music Language and Analysis (Written/Aural)
* Original Composition/Improvisation

**Outdoor Education**

VCE Outdoor and Environmental Studies is concerned with the way humans interact with and relate to outdoor environments. ‘Outdoor environments’ covers environments that have minimum influence from humans. In this study both passive and active outdoor activities provide the means for students to develop experimental knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. Activities undertaken could include bushwalking, cross-country, skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration and participation in community projects.

**Unit 1**

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments.

**Unit 2**

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with nature. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

**Unit 3**

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 able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

**Unit 4**

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population.

**Assessment:**

A journal or report demonstrating links between theoretical content studies and practical experiences undertaken. Other assessment options include:

* Data analysis
* Structured questions
* A written report

**Physical Education**

The subject is very theoretical and normally consists of 4 theory and 1 practical class per week. Students complete practical laboratories that are linked to theoretical concepts and the assessment tasks.

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

The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

**Unit 1**

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

**Unit 2**

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

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity

**Unit 3**

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery

**Unit 4**

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

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

**Assessment**

**Unit 1**

The core assessment task for Outcomes 1 and 2 is:

* A written report analysing participation in at least four physical activities that demonstrate how the musculoskeletal and cardiorespiratory systems work together to produce movement.

Additionally, at least one task for the assessment of each of Outcomes 1 and 2 is to be selected from the following:

* A practical laboratory report linking key knowledge and key skills to a practical activity or practical
* activities
* A case study analysis
* A data analysis
* A critically reflective folio/diary of participation in practical activities
* A visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
* A multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation
* A physical simulation or model
* An oral presentation such as podcast, debate
* A written report
* Structure questions

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

**Unit 2**

For this unit students are required to demonstrate two outcomes. As a set, these outcomes encompass the areas of study in the unit.

**The assessment task for Outcome 1 is:**

* A written plan and a reflective folio demonstrating participation in a program designed to either increase physical activity levels and/or reduce sedentary behaviour based on the physical activity and sedentary behaviour guidelines for an individual or a selected group.

**Suitable tasks for assessment of Outcome 2 may be selected from the following:**

* A visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
* A multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation
* An oral presentation
* A written report

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

**Unit 3**

**Outcome 1**

Structured questions that draw on primary data which analyses a movement skill using biomechanical and skill acquisition principles

**Outcome 2**

A laboratory report based on primary data collected during participation in a practical activity, which analyses the relative contribution of energy systems and acute responses to exercise.

A response in one or more of the following forms, which focus on energy system interplay, fatigue and/or recovery.

* A practical laboratory report
* A case study analysis
* A data analysis
* A critically reflective folio/diary of participation in practical activities
* A visual presentation
* A multimedia presentation
* Structured questions

**Unit 4**

**Outcome 1**

A written report analysing data from an activity analysis to determine the relevant fitness components and energy system requirements in a selected activity, and including justification of the selection of appropriate tests to assess fitness.

**Outcome 2**

A reflective folio of participation in a minimum of five different training sessions focusing on the components of the session, the training method completed and the implementation of training principles to the fitness components being trained.

A written report that will draw on the personal experiences recorded in the folio to design a six-week training program for a given case study.

A response in one or more of the following formats, which links chronic adaptations of the cardiovascular, respiratory and muscular systems to training methods and improved performance:

* a case study analysis
* a data analysis
* structured questions

**Physics**

Unit 1 and 2 VCE Physics, students seek to understand and explain the physical world examining models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

**Unit 1: How is energy useful to society?**

**Key knowledge:**

* Electromagnetic radiation
* Thermal energy
* Interaction of thermal energy and electromagnetic radiation
* Radiation from the nucleus
* Nuclear energy
* Concepts used to model electricity
* Circuit electricity
* Using electricity
* Electricty safely in the home

**Unit 2: How does physics help us to understand the world?**

**Key knowledge:**

* Concepts used to model motion
* Forces and motion
* Energy and motion
* Equilibrium
* Application of motion
* Student analysis task based on an observation of the physical world
* Practical investigation based on student analysis task (above)

**Assessment**

* Annotated logbook of practical activities
* Research analysis task/s
* Practical investigation report/s
* Presentations of biological data &/or concepts
* Tests & end-of-semester exams

Unit 3 and 4 VCE Physics, students seek to understand and explain the physical world examining models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

**Unit 3: How do fields explain motion and electricity?**

**Key knowledge:**

* Fields and interactions; effects of fields
* Application of field concepts
* Generation and transmission of electricity
* Newtons Laws of Motion
* Einstein’s Theory of Special Relativity
* Relationships between force, energy and mass

**Unit 4: How can two contradictory models explain both light and matter?**

**Key knowledge:**

* Properties of mechanical waves
* Light as a wave, and behaviour of light
* Matter as waves or particles
* Similarities between light and matter
* Production of light from matter
* Student-designed practical investigation on waves, fields or motion

**Assessment**

* Unit 3: Outcome 1, Outcome 2, & Outcome 3 = 21%
* Unit 4: Outcome 1, Outcome 2, & Outcome 3 = 19%
* Exam covering Unit 3 & 4 content = 60%

**Product Design and Technology**

**Students may choose from resistant (Textiles) or non resistant materials (Wood/Metal/Plastics)**

Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfill human needs and wants. Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions.

Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewellery, textile and ceramic design at both professional and vocational levels. Moreover, VCE Product Design and Technology can inform sustainable behaviours and develop technical skills to present multiple solutions to everyday life situations. It contributes to creating confident and unique problem solvers and project managers well equipped to deal with the multi-disciplinary nature of modern workplaces.

**Unit 1**

**Sustainable product redevelopment**

**Sub-topics**

* Developing and conceptualising designs
* Generating, designing and producing

**Unit 2**

**Positive impacts for the end user**

**Sub-topics**

* Opportunities for positive impact for the end user
* Designing for end users
* Cultural influences on design

**Assessment:**

* Practical tasks
* Investigations and design briefs
* Exam

Unit 3 and 4 Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewellery, textile and ceramic design at both professional and vocational levels. Moreover, VCE Product Design and Technology can inform sustainable behaviours and develop technical skills to present multiple solutions to everyday life situations. It contributes to creating confident and unique problem solvers and project managers well equipped to deal with the multi-disciplinary nature of modern workplaces.

**Unit 3**

**Ethical product design and development**

* Influece on design development and production of products
* Investigating opportunities for ethical design and production
* Developing a final proof of concept for ethical production

**Unit 4**

**Production and evaluation of ethical designs**

* Managing production of ethical designs
* Evaluation and speculative design

**Assessment:**

In the study of Product Design and Technology students’ level of achievement will be determined by School-assessed Coursework, School-assessed Task and an End-of-year examination.

School-assessed Coursework (Units 3 and 4): 20 %

School-assessed Task (Units 3 and 4): 50 %

End-of-year examination: 30 %

**Psychology**

Unit 1 and 2 Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

**Unit 1: How are behaviour and mental processes shaped?**

**Key Knowledge:**

* The coomplexity of psychological development
* Defining and supporting psychological development
* Role of the brain in mental processes and behaviour
* Brain plasticity and brain injury
* Analysis of scientific evidence and communication

**Unit 2: How do internal and external factors influence behaviour and mental processes?**

**Key Knowledge:**

* Social cognition
* Factors that influence individual and group behaviour
* Perception
* Distortions of perception
* Student directed research investigation

**Assessment:**

The College determines Unit 1 and Unit 2 Assessment. It will include:

* Folio of class work and practical activities
* School Assessed Coursework including, tests, reports and/or media analysis/response
* Empirical Research Activity
* School Based Exams

Unit 3 and 4 Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

**Unit 3: How does experience affect behaviour and mental processes?**

**Key Knowledge:**

* Nervous system functioning
* Stress as an example of a psychobiological process
* Approaches to understand learning
* The psychobiological process of memory

**Unit 4: How is mental wellbeing supported and maintained?**

**Key Knowledge:**

* The demand for sleep
* Importance of sleep to mental wellbeing
* Defining mental wellbeing
* Application of biopsychosocial approach to explain specific phobia
* Maintenance of mental wellbeing
* Student directed research investigation

**Assessment**

* Folio of class work and practical activities
* School Assessed Coursework including, tests, reports and/or media analysis/response/case studies
* Assessment includes any of the above activities, as well as a scientific poster completed in Unit 4.

Unit 3 & 4 is prescribed by VCAA.

**Weighting is as follows:**

**Unit 3 School-assessed Coursework:** 20 per cent

**Unit 4 School-assessed Coursework:** 30 per cent

**End-of-year examination:** 50 per cent

**Software Development**

In this study, software will be developed by applying the problem-solving methodology through the stages of analysis, design, development and evaluation.

**Unit 3: Software Development**

In Unit 3 of Software Development, students will develop working software modules using a programming language (Unit 3, Outcome 1). Students will then identify a suitable client, analyse a need or opportunity for that client, select an appropriate development model, prepare a project plan, develop a software requirements specification (SRS) and design a software solution. They will use all the stages of the problem-solving methodology to prepare the project plan. This will complete the first half the school-assessed task (SAT) Unit 3, Outcome 2.

**Unit 4: Software Development**

In Unit 4, students will use the development and evaluation stages of the problem-solving methodology to complete the second part of the school-assessed task (SAT) Unit 4, Outcome 1. This will develop the preferred design, identified in part one, into a software solution using an appropriate programming language. Lastly for Unit 4, Outcome 2 students will focus on the security risks to software and data during the software development process by examining security practices of organisations and the risks to software and data during the use of digital systems.

**Assessments:**

**(SAC 1 – 10%)**

Unit 3, Outcome 1: Interpret teacher-provided solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules.

**(SAT – 30%)** Runs over Unit 3 and 4.

Unit 3 Outcome 2: Analyse and document a need or opportunity, justify the use of an appropriate development model, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution.

Unit 4 Outcome 1: Develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan.

**(SAC 2 – 10%)**

Unit 4, Outcome 2: Respond to a teacher-provided case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices.

**Specialist Maths Unit 1 & 2**

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

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

**Unit 1 & 2:**

**Area of study 1: Algebra, number and structure**

* Proof
* Number systems and set notation
* Graph (network) theory
* Logic and algorithms
* Complex numbers

**Area of study 2: Discrete mathematics**

* Sequences and series
* Combinatorics
* Matrices

**Area of study 3: Data analysis, probability and statistics**

* Simulation, sampling and distributions
* Discrete random variables
* Variation and standard deviation

**Area of study 4: Space and measurement**

* Trigonometry
* Transformations
* Vectors in the plane

**Area of study 5: Algebra, number and structure**

* Complex numbers

**Area of study 6: Functions, relations and graphs**

* Polynomials, reciprocal and rational functions
* Locus and their graphs
* Absolute value function

**Assessment:**

* assignments
* tests
* solutions to sets of worked questions
* summary notes or review notes.

**Specialist Maths Unit 3 & 4**

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

Specialist Mathematics Units 3 and 4 assume familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2, Specialist Mathematics Units 1 and 2 and concurrent study or previous completion of Mathematical Methods Units 3 and 4.

**Unit 3 & 4:**

**Area of study 1: Discrete mathematics**

* Proof techniques
* Deduction
* Logic quantifiers

**Area of study 2: Functions, relations and graphs**

* Rational functions and their graphs
* Quotient functions

**Area of study 3: Algebra, number and structure**

* Complex numbers
* DeMoivre’s theorem and polar form
* Factorisation over the complex plane

**Area of study 4: Calculus**

* Derivatives
* Integral calculus
* Differential equations
* Kinematics

**Area of study 5: Space and measurement**

* Vectors
* Vector and cartesian equations
* Vector calculus

**Area of study 6: Data analysis, probability and statistics**

* Distribution of linear combinations of random vraiables
* Distribution of the sample mean
* Confidence intervals
* Hypothesis testing

**Assessment:**

**School-based:**

Application SAC - General

Modelling SAC – Data analysis, probability and statistics

Problem-solving SAC – General

**External:**

Exam 1 – Tech free – Short answer (1 hour)

Exam 2 – Tech-active – Multiple choice and extended response (2 hours)

**VCE Art Creative Practice**

In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes.

In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of art works.

This study provides students with an informed context to support an awareness of art as a tool for cultural, social and personal communication, and the stimulus and inspiration to develop their art practice.

**Unit 1: Interpreting artworks and exploring the Creative Practice**

In Unit 1 students will use a wide range of materials and techniques to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

They explore how artists create new ways of thinking and representation, while developing their own art practice.

Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists.

**Unit 2: Interpreting artworks and developing the Creative Practice**

In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They examine artworks from different periods of time and cultures, and ways that artists interpret and communicate ideas in artworks

Students explore how artists often work as a team and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice

**Unit 3: Investigation, ideas, artworks and the Creative Practice**

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work (SAT). They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students’ use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4. (School-assessed Task)

**Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice**

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice.

Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice **(School-assessed Task)**.

Students view a range of artworks in different contexts and interpret the ideas and meanings communicated in the artworks **(School Assessed Coursework)**.

Percentage contributions to the study score in VCE Art Creative Practice are as follows:

* Units 3 and 4 School-assessed Task: 60 per cent
* Unit 4 School-assessed Coursework: 10 per cent
* End-of-year examination: 30 per cent.

**Assessment:**

Each unit comprises of the following assessment tasks:

* Visual Diary reflecting on their artworks
* Development of art ideas and reflections, producing a range of artworks
* Investigating the work of artists from different times and cultures.

**VCE Dance**

**This subject will suit you if you enjoy...**

* Practical and physical activities
* Choreography and Dance
* Viewing and analysing professional dance performances
* Discussion, research, creating and performing
* Collaboration with peers

Dance is the ultimate language of expression, allowing the body to communicate in ways words cannot. In VCE Dance, students get to explore their creative potential through practical and theoretical approaches. With access to top choreographers, students will use their inspiration to create and present unique performances that showcase their innovation, creativity, and spontaneity. Join us on this exciting journey of self-expression through the art of dance!

**Unit 1:**

* Encourage exploration of the body's potential for expression
* Develop physical skills and a personal movement style
* Teach documentation and analysis of movement to better understand choreography
* Create movement studies and dances with various themes
* Discuss personal dance backgrounds and influences on own work and other choreographers' works.
* Investigates knowledge of physiology, health and wellbeing, applied through regular dance training.

**Unit 2:**

* Expand personal movement style and choreographic skills through exploring various forms
* Apply knowledge of form, dance making and performing processes in choreographing and performing
* Introduce dance traditions, styles, and works, including indigenous cultures and culturally specific dance, ballet, modern dance, early musical theatre/film choreography, tap/jazz, and street performers
* Analyse and discuss communication of own and other choreographers' ideas

**Unit 3:**

* Focus on choreography, rehearsal and performance of solo dance work
* Learn and perform a group dance work created by a professional choreographer
* Explore dance making and performance processes for solo and group works
* Connect personal choreography to professional choreography
* Analyse dance design and movement style, choreographers and influences on their themes and production aspects.

**Unit 4:**

* Focus on choreography, rehearsal, and performance of solo dance work
* Document and analyse dance-making and performance processes
* Refine choreographic skills by analyzing ways to express choreographers' intentions through group structures
* Analyse group dance work by a 20th and/or 21st-century choreographer
* Study the influences on choreographers' choices in these works.

**Assessments**

In Dance, there is an equal amount of practical and written work. Students will be expected to work on practical tasks in some of their own time, in addition to class time.

* Group Performance – learnt work taught by choreographer
* Solo Performance – devised work by student/s
* Performance analysis and evaluation
* Health, physiology and wellbeing practices presentation

**Systems Engineering**

Unit 1 and 2 Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which mediate and control many aspects of human experience.

This study can be applied to a diverse range of engineering fields such as manufacturing, land, water, air and space transportation, automation, control technologies, mechanisms and mechatronics, Electrotechnology, robotics, pneumatics, hydraulics, and energy management. Systems Engineering considers the interactions of these systems with society and natural ecosystems.

VCE Systems Engineering integrates aspects of designing, planning, fabricating, testing and evaluating in a project management process. The study provides a rigorous academic foundation and a practical working knowledge of design, manufacturing and evaluation techniques. These skills, and the ability to apply systems engineering processes, are growing in demand as industry projects become more complex and multidisciplinary.

**Unit 1**

**Introduction to Mechanical Systems**

**Sub-topics**

* Fundamentals of mechanical system design
* Producing and evaluating mechanical systems

**Unit 2**

**Introduction to Electrotechnology Systems**

**Sub-topics**

* Fundamentals of Electrotechnology system design
* Producing and evaluating Electrotechnology systems

**Assessment**

* Folio and Application of design process
* Practical projects and demonstrations
* Exam

Unit 3 and 4 Systems Engineering involves the design, creation, operation, evaluation of integrated systems and new and emerging Technologies, control many aspects of human experience.

This study can be applied to a diverse range of engineering fields such as manufacturing, land, water, air and space transportation, automation, control technologies, mechanisms and mechatronics, Electrotechnology, robotics, pneumatics, hydraulics, and energy management. Systems Engineering considers the interactions of these systems with society and natural ecosystems.

VCE Systems Engineering integrates aspects of designing, planning, fabricating, testing and evaluating in a project management process. The study provides a rigorous academic foundation and a practical working knowledge of design, manufacturing and evaluation techniques. These skills, and the ability to apply systems engineering processes, are growing in demand as industry projects become more complex and multidisciplinary.

**Unit 3**

**Integrated Systems Engineering and Energy**

**Sub-topics**

* Controlled and integrated systems engineering design
* Clean energy technologies

**Unit 4**

**Systems Control and New and Emerging Technologies**

**Sub-topics**

* Producing, testing and evaluating integrated technological systems.
* New and emerging technologies.

**Assessment**

Unit 3 School-assessed Coursework: 10%

Unit 4 School-assessed Coursework: 10%

Unit 3 and Unit 4 School-assessed Task: 50%

End-of-year examination: 30%

**Visual Communication and Design**

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. Students participate in critiques, both delivering and receiving constructive feedback and expanding their design terminology.

During this study, students consider various factors that impact design decisions, including conceptions of good design, aesthetic impact, and economic, technological, environmental, cultural and social influences. Students also consider how best to accommodate the varied needs of people and our planet, both now and in the future, using human-centred design principles, together with ethical, legal, sustainable and culturally appropriate design practices. Students learn about the relationships between design, place and time, acknowledging Aboriginal and Torres Strait Islander design knowledge, histories, traditions and practices.

**Unit 1: Finding, reframing and resolving design problems**

Students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

**Unit 2: Design contexts and connections**

Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

**Unit 3: Visual communication in design practice**

Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

**Unit 4: Delivering design solutions**

Students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

**Assessment:**

Assessment task could include any of the following types of tasks:

* Folio of observational, visualisation and presentation drawings created using manual and/or digital methods
* Final presentations created using manual and/or digital methods
* Written report of a case study
* Annotated visual report of a case study
* Oral report of a case study supported by written notes and/or visual materials
* Folio of technical drawings created using manual and/or digital methods
* Written and/or oral descriptions and analysis of historical and contemporary design examples
* Folio demonstrating the design process created using manual and/or digital methods
* Final presentations of visual communication

**Creating your program**

**VCE Program.**

**Check prerequisites for courses you are interested in to help plan your pathway**

**I know the course or career pathway I want to take. It may include TAFE or University**

**I have a clear career plan**

**VCE Program.**

**Select what interests you.**

**Consider a VET Program to keep my options open.**

**I would like to go to University or TAFE in the future**

**The TAFE course or Apprenticeship I want to enter does not require Yr. 11 or Yr. 12. I do not want to go to University**

**I know I want to leave school as soon as possible and know what I want to do**

**I am unsure of what I want to do in the future**

**VCE VM or SBAT (School Based Apprenticeship or Traineeship).**

**Select Industry Specific VET and Workplace Learning.**

**Year 11 2024 VCE and VCE VM Course Selection & Consent Form**

A typical Year 11 student will undertake 5 VCE subjects. Discussions with your current subject teachers may be helpful when choosing your subjects for next year. Your current results, in all relevant areas of the curriculum, will be given to your Course Counsellor to help to advise you on which areas of study you should take up in 2024.

After referring to the 2024 subject descriptions please complete the online course selection form by clicking on the link below. This does not confirm your subject selection. You are still required to attend course counselling on 1st August 2023 or 3rd August 2023.

If you have chosen to study a Mathematics subject in 2024, please consult with your current Mathematics teacher to advise on which level you should choose. Your current Math results will be given to your Course Counsellor to advise you on which level you should complete.

**Course Selection Form Link:**

[https://forms.gle/iJjQAwWFTnH595xP9](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.gle%2FiJjQAwWFTnH595xP9&data=05%7C01%7CVanessa.Mohr%40education.vic.gov.au%7Cabfce0ce73a449b71c6108db7393bc8e%7Cd96cb3371a8744cfb69b3cec334a4c1f%7C0%7C0%7C638230850582527933%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=DRcsHGZkeBS%2FBaGJxb%2BS33hH7uXk5BGdCz6aaQuuzNo%3D&reserved=0)

**\*Please complete your course selection form online by Monday 24th July 2023.**

**Year 12 2023 VCE Course Selection & Consent Form – SAMPLE ONLY**

Discussions with your current subject teachers may be helpful when choosing your subjects for next year. Your current results, in all relevant areas of the curriculum, will be given to your Course Counsellor to help to advise you on which areas of study you should take up in 2024.

After referring to the subject descriptions please complete the below Course Selection form.

If you have chosen to study a Mathematics subject in 2024, please consult with your current Mathematics teacher to advise on which level you should choose. Your current Math results will be given to your Course Counsellor to advise you on which level you should complete.

**\*\*\*Remember you must choose English\*\*\***

**Please note choices below the dotted lines will count as ‘next preference’ if your course options are not available.**

**Please tick one of the TWO course options and indicate your subject choices in pen**

|  |  |
| --- | --- |
| **Student Name:** | **Current Home Group:** |
| **Career or Pathway:** | |
| **I am in Year 12 in 2024 and doing VCE only** | **I am in Year 12 in 2024 and doing VCE with VET** |
| VCE Subject 1 English/EAL | VCE Subject 1 English/EAL |
| VCE Subject 2 | VCE Subject 2 |
| VCE Subject 3 | VCE Subject 3 |
| VCE Subject 4 | VCE Subject 4 |
| VCE Subject 5 | VCE Subject 5 |
| Backup VCE Preference 1 | VET Preference 1 |
| Backup VCE Preference 2 | VET Preference 2 |

**\*Please note that your Parent/Guardian will be required**

**to sign this form below at your Course Counselling Appointment**

**Parent/Guardian Consent:**

I have discussed my son/daughter’s choices with them and with their course counsellor and I agree with their choices.

I have been made aware of my responsibility regarding subject costs and agree to pay these as necessary.

Parent/Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / /2023

**\*Please return your completed course selection form to Vanessa Mohr in the Yellow Building by Monday 31st July 2023**

**Year 12 2024 VCE VM Course Selection & Consent Form**

|  |  |
| --- | --- |
| **Student Name:** | **2023 Home Group:** |
| **Career or Pathway:** | |
| **Please complete this section if you are enrolling into VCAL for the first time:** | |
| 1. **The VET Course I would like to enrol in:**    * Course Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    * VET Day: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    * Course Venue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **VET programs will involve extra costs. Interested students must complete the online application and pay a deposit prior to being accepted into the VET.**   * **Year 10, 11 & 12 in-house VET electives: a deposit of $100.00 to be paid** * **Year 11 & 12 block and external VET: a deposit of $200.00 to be paid** | |
| **Please complete this section if you are a continuing VET student:** | |
| 1. **The VET Course I am currently enrolled in:**  * Course Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * VET Day: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Course Venue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  1. **I would like to continue the same VET Course in 2024: YES / NO (please circle)** 2. **I would like to change my VET course in 2024:**  * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **VET programs will involve extra costs. Interested students must complete the online application and pay a deposit prior to being accepted into the VET.**   * **Year 10, 11 & 12 in-house VET electives: a deposit of $100.00 to be paid** * **Year 11 & 12 block and external VET: a deposit of $200.00 to be paid** | |

**\*Please note that your Parent/Guardian will be required to sign this form below AT your Course Counselling appointment.**

**Parent/Guardian Consent:**

I have discussed my son/daughter’s choices with them and with their course counsellor and I agree with their choices.

I have been made aware of my responsibility regarding subject costs and agree to pay these as necessary.

Parent/Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / /2023

**\*Please return your completed course selection form to Vanessa Mohr in the Yellow Building by Monday 31st July 2023.**