



VCE

SUBJECT HANDBOOK



2020

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How to use this guide

Wherever possible, the four units of each study have been placed on one page.

Each study has a brief description of what you learn and where it might lead you.

Each unit in a study has a more detailed listing of areas of study or focus. These are shortened versions of those that appear in the VCAA documents. They describe what you would be concentrating on in your study.

The assessment tasks, coursework, and exams that you will be required to do are placed after each pair of units.

The information in this book is brief. Please make sure you get the information from your counsellors, teachers and coordinators.

The structure of the VCE

The Victorian Certificate of Education (VCE) is generally completed over a two year period. You may complete it over an extended period.

You may select from over 30 studies or subjects. Each study is made up of at least four semester or half yearly (semester length) units.

Unit 1 and 2 are usually taken in Year 11. Units 3 and 4 are usually taken in Year 12. Units 1 and 2 may be taken separately, but units 3 and 4 must be taken together as a sequence.

It is not always advisable, but you can begin most studies at Unit 2 or 3 without having studied the previous unit. Over the two VCE years, most students will undertake 22 to 24 semester length units.

VCE Requirements

To earn your VCE, you must satisfactorily complete at least 16 units. Regardless of how many units you do altogether, you must satisfactorily complete:

VCE English

At least three units from the English group listed below:

- English Units 1 to 4
- English as an Additional Language (EAL) Units 3 and 4
- Literature Units 1 to 4 (only offered in 2019 if there is suitable student demand)

At least one of these units must be at Unit 3 or 4 level. However, VTAC advises that, for the calculation of the ATAR, students must satisfactorily complete both Unit 3 and Unit 4 of an English sequence.

Students must also complete three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VCE VET programs. The idea is to select a program that meets the above requirements, and suits your interests and aspirations for tertiary study, training and employment. It is also important to select subjects that you like or are good at.

If you intend to apply for tertiary entrance at the end of your VCE, you need to be aware that the Victorian Tertiary Admissions Centre has additional requirements for the calculation of the ATAR.

Assessment and the VCE

Each unit has Areas of Study which contain standards or “Outcomes”. An Outcome comprises of the skills and knowledge you must attain and know by the time you finish a unit.

Each VCE unit includes two, three or four Outcomes. You must satisfactorily complete all Outcomes to satisfactorily complete that unit. Outcomes:

- set out what is expected of you so that you are clear about what is required
- help you work consistently and productively throughout the year
- provide you with experience in different ways of learning

For units 1, 2, 3 and 4, satisfactory achievement of all Outcomes is the decision of the school. For Units 1 and 2, levels of achievement are measured by performance in School Assessed Tasks. For Units 3 and 4, there are three ways of measuring levels of achievement.

Three modes of Assessment for Units 3 and 4

School Assessed Coursework (SAC) -Internal

This is based on assessment of each student's overall level of achievement on the Assessment Tasks designated in the study design. School Assessed Coursework must be part of the regular teaching and learning program and must be completed mainly in class time.

School Assessed Tasks (SAT) -Internal

These are projects, models, folios or pieces of work. They usually occur in Media Studies, Studio Arts, and Visual Communication and Design, Design and Technology, and Food Studies.

Examinations - External

All level 3 and 4 sequences have at least one examination. Drama, Music and a Language Other Than English, LOTE, have performance or oral examinations at differing times. Maths' sequences have two examinations in the November examination period.

VCE Reporting

For each 3 / 4 sequence of units, students' level of achievement is awarded using both school assessment and external examinations. The assessments will be reported as either S for "Satisfactory" or N for "Non-Satisfactory".

The Victorian Curriculum and Assessment Authority (VCAA) will issue students with a "Statement of Results" at the end of each year. A more detailed description of your achievements is provided at the completion of Units 3 and 4. You will receive descriptive reports throughout Year 11 & 12 from the college.

ATAR Score

ATAR stands for Australian Tertiary Admission Rank.

It is a score that many universities and TAFEs use for selecting you for entrance to their courses.

It is calculated on the scores you get in your English 3 / 4 sequence, plus the scores you get in your next best 3 / 4 sequences plus 10% of your fifth or sixth final sequences of study.

If you want to go on to further study after VCE, the best way of maximising your ATAR is to study the things you want to do and that you know you are good at.

Applied Computing

Unit 1 - Applied Computing

Unit 2 - Applied Computing

Unit of study (AOS) details:

In this area of study students will:

- Use software tools to create data visualisations in response to teacher-provided requirements and designs.
- Data visualisations could include charts, graphs, histograms, maps, network diagrams and spatial relationships diagrams.
- Students examine the features of different design tools to represent the functionality and appearance of software solutions.
- Students apply computational thinking skills when extracting meaning from data and apply design thinking skills and knowledge to create data visualisations.
- Develop innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment.
- Work collaboratively and select a topic for further study to create an innovative solution in an area of interest.
- Students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Applied Computing

Unit 3 - Data analytics

Unit 4 - Data analytics

Unit of study (AOS) details:

In this area of study students will:

Access, select and extract authentic data from large repositories. They manipulate the data to present findings as data visualisations in response to teacher-provided solution requirements and designs.

Develop software solutions using database, spreadsheet and data visualisation software tools to undertake the problem-solving activities in the development stages of manipulation, validation and testing.

The software solutions involve importing data from files to a database to identify patterns and relationships.

Data is then imported into a spreadsheet for further refinement before presenting findings as data visualisations.

Justify the use of functions, formats and conventions in the development of their data visualisations.

Focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

Complete a SAT, which involves gathering information (relating to a question posed by the student), researching and manipulating data, presenting the data in a report and as an online interactive piece (i.e. a Website (or similar)

Assessment

Unit 3 Outcome 1

On completion of this unit the student should be able to respond to teacher-provided solution requirements and designs to extract data from large repositories, manipulate and cleanse data and apply a range of functions to develop software solutions to present findings.

Assessment: SAC 1: 10% of Study Score

Unit 3 Outcome 2

On completion of this unit the student should be able to propose a research question, formulate a project plan, collect and analyse data, generate alternative design ideas and represent the preferred design for creating infographics or dynamic data visualisations.

Assessment: SAT Part A/B: 30% of Study Score

Unit 4 Outcome 1

On completion of this unit the student should be able to develop and evaluate infographics or dynamic data visualisations that present findings in response to a research question and assess the effectiveness of the project plan in monitoring progress.

Assessment: SAT Part A/B: 30% of Study Score

Unit 4 Outcome 2

On completion of this unit the student should be able to respond to a teacher-provided case study to investigate the current data and information security strategies of an organisation, examine the threats to the security of data and information, and recommend strategies to improve current practices.

Assessment: SAC 1: 10% of Study Score

The end of year exam will consist of questions from both units and will contribute 50% of your Study Score

Biology

Unit 1 - How do living things stay alive?

Students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements of sustaining cellular processes.

Unit of Study:

- How do organisms function?
- How did living systems sustain life?
- Practical investigation.

Unit 2 - How is continuity of life maintained?

Unit of Study:

- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- Investigation of an issue.

Assessment

The types of assessment tasks you may be required to do for Units 1 and 2 are:

- Practical activities or investigations
- Multimedia or web page presentations
- Response to a media article
- Annotated poster
- Data analysis
- Short tests
- Oral presentations
- Written reports

Biology

Unit 3 - How do cells maintain life?

Unit of Study (AOS) details:

- How do cellular processes work?
- How do cells communicate?

Unit 4 - How does life and change and respond to challenges over time?

Unit of Study (AOS) details:

- How are species related?
- How do humans impact on biological processes?
- Practical investigation

Assessment

School Assessed Coursework for Units 3 and 4

40% of the final assessment to be selected from items such as

- Practical activities
- Written reports
- Presentations
- Data analysis
- Test
- Scientific poster

There is an end of year exam on both Unit 3 and Unit 4. This will make up 60% of the final score.

Business Management

Unit 1 - Small business management

Unit of Study (AOS) details:

- Explain a set of generic business characteristics and apply them to a range of businesses.
- Apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and socially responsible small business.
- Discuss one or more of the day-to-day operations associated with an ethical and socially responsible small business, and apply the operation/s to a business situation.

Unit 2 - Communication and management

Unit of Study (AOS) details:

- Explain, apply and justify a range of effective communication methods used in business-related situations
- Analyse effective marketing strategies and processes and apply these strategies and processes to business-related situations.
- Apply public relations strategies to business related situations and analyse their effectiveness.

Assessment

The types of assessment tasks you may be required to do for Units 1 and 2 are:

- Case study analyses
- business research
- development of a business plan
- business simulation exercises
- medial analyses
- tests
- school based short term business activity
- analytical exercises
- essay

Business Management

Unit 3 - Corporate management

Unit of Study (AOS) details:

- Discuss and analyse the context in which large scale organisations operate.
- Discuss and analyse major aspects of the internal environment of large scale organisations.
- Discuss and analyse strategies related to operations management.

Unit 4 - Managing people and change

Unit of Study (AOS) details:

- Analyse and evaluate practices and processes related to human resource management
- Analyse and evaluate the management of change in a large-scale organisation, and evaluate the impact of change on the internal environment of a large scale organisation.

Assessment

School Assessed Coursework for Units 3 and 4

50% of final assessment to be selected from items like:

- Case studies
- structured questions
- media analysis
- tests
- essays
- reports in the written format
- reports in the multimedia format

There is an end of year exam which contributes 50% towards the final grade.

Chemistry

Unit 1: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials.

Unit of Study:

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research Investigation

One option is to be selected by the student from the following:

- The origin of the elements
- The development of the periodic table
- The lanthanoids and actinoids
- Using light to solve chemical puzzles
- Glass
- Crude Oil
- Surfactants
- Polymers and composite materials
- Nanomaterials
- The life cycle of a selected material or chemical

Unit 2: What makes water such a unique chemical?

Unit of Study:

- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical Investigation

Assessment

The types of assessment tasks you may be required to do for Units 1 and 2 are:

- Practical work
- Reports
- Oral
- Poster or multimedia presentations
- Tests
- Modelling

Chemistry

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

Unit of study (AOS) details:

- What are the options for energy production?
- How can the yield of a chemical product be optimised?

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

Unit of study (AOS) details:

- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?
- Practical Investigation

Assessment

School Assessed Coursework for Units 3 and 4

40% of the final assessment to be selected from items such as:

- A structured scientific poster
- Annotations of a least two practical activities from a practical logbook
- A report of a student investigation
- Analysis of data including generalisations and conclusions
- Media analysis/response
- A response to a set of structured questions
- A reflective learning journal/blog related to selected activities or in response to an issue

There is an end of year exam on both Unit 3 and Unit 4. This will make up 60% of the final score.

Drama

Unit 1 - Introducing Performance Styles

Unit of Study (AOS) Details:

In this unit, students use play-making techniques to devise, develop, present and critically analyse ensemble and solo performances based on a range of stimulus. They also focus on recording and documenting the play-making techniques used in the development of this performance work. They analyse a professional drama performance.

Unit 2 - Australian Identity

Unit of Study (AOS) Details:

In this unit students study aspects of Australian identity evident in contemporary drama practice. They create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. They observe and analyse a professional performance based in an Australian context.

Assessment:

The types of assessment tasks you are required to for Units 1 and 2 are:

- Drama Journal
- Ensemble Performance
- Solo Performance
- Performance Analysis (Reflective)
- Professional Performance Analysis (Excursion)

English and EAL

English as an Additional Language (EAL)

Unit 1

Unit of study (AOS) details:

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Unit 2

Unit of study (AOS) details:

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Assessment

The types of assessment tasks you may be required to do for Units 1 and 2 are:

- Oral presentations
- Language Analysis
- Creative writing
- Text Analysis
- Written comparison of two texts

English and EAL

English as an Additional Language (EAL)

Unit 3

Unit of study (AOS) details:

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students also analyse and compare the use of argument and language in texts that debate a topical issue.

Unit 4

Unit of study (AOS) details:

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media. Students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students also build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts.

Assessment

School Assessed Coursework for Units 3 and 4

50 % of final assessment to be selected from items like:

- Oral presentations
- Written comparison of two texts
- Text Analysis
- Creative writing
- Statement of intention

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

Food Studies

Unit 1 - Food Origins

Unit of study (AOS) details:

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Unit of Study 1 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.

Unit 2 - Food Makers

Unit of study (AOS) details:

In this unit students investigate food systems in contemporary Australia. Unit of Study 1 focuses on commercial food production industries, while Unit 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.

Assessment

The types of assessment tasks you may be required to do for Units 1 and 2 are:

- Productions
- Oral presentations
- Design
- Demonstration
- Written report
- Written Analysis
- A video

Food Studies

Unit 3 - Food in daily life

Unit of study (AOS) details:

This unit investigates the many roles and everyday influences of food. Unit of Study 1 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 (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements.

Unit Four - Food issues, challenges and futures

Unit of study (AOS) details:

In this unit students examine debates about global and Australian food systems. Unit of Study 1 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.

Assessment

School Assessed Coursework for Units 3 and 4

The types of assessment tasks you may be required to do are:

- Productions or practical activities
- Oral presentations
- Design
- Demonstration
- Written report
- Written Analysis
- A video

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 40 per cent.

Geography

Unit 1 - Natural environments

Unit of study (AOS) details:

- An examination of two natural environments with particular reference to their geographic characteristics and how they are developed by natural processes.
- The issue of change in natural environments and how that has been determined by natural processes and / or human activity.

Unit 2 - Human environments

Unit of study (AOS) details: An examination of the geographical characteristics of selected rural and urban environments

- The dynamic nature of rural and urban environments and the factors that contribute to change in these environments

Assessment

The types of assessment tasks you may be required to do for Units 1 and 2 are:

- Field work
- Data processing
- Multimedia presentations
- Oral presentations
- Short-answer questions
- Research reports
- Tests
- Role-plays

Geography

Unit 3 - Regional resources

Unit of study (AOS) details:

- Investigation of water as a resource in Australia with particular focus on the Murray-Darling Basin including issues of usage and management
- Using data collected in the field, a specific focus on a significant resource in the local region with reference to its management and future sustainability

Unit 4 - Global perspectives

Unit of study (AOS) details:

- An examination of the importance of certain factors in determining changes in human population and one other global phenomenon such as tourism, climate change, migration, fishing
- A comparative analysis of how people and organisations respond to the global impact of two phenomena

Assessment

School Assessed Coursework for Units 3 and 4

50% of final assessment to be selected from items like:

- Field work report (12.5%)
- Tests
- Reports
- Essays
- Case studies
- Multimedia presentations
- Short answer questions

There is an end of year exam which contributes 50% towards the final grade.

Health and Human Development

Unit 1 - Understanding Health and Wellbeing

Unit of study (AOS) details:

- Multiple dimensions of health and Wellbeing, indicators used to measure health status and factors that contribute to variations in health of youth.
- Nutrition knowledge and tools used for the selection of food and evaluation of nutrition information.
- Identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Assessment Unit 1

Course completion requires:

- Outcome 1- Structured questions
- Outcome 2- Structured questions
- Outcome 3- Written report

Unit 2 - Managing health and Development

Unit of study (AOS) details:

- Developmental changes that occur in the transition from youth to adulthood, factors that contribute to healthy development during prenatal and early childhood stages of the lifespan.
- How to access Australia's health system, how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

Assessment Unit 2

Course completion requires:

- Outcome 1- Structured questions
- Outcome 2- Structured questions
- Unit 2 Exam

Health and Human Development

Unit 3 - Australia's Health in a Globalised World

Unit of study (AOS) details:

- Complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's' health status data and analyse variations in health status.
- Changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Assessment Unit 3

Course completion requires:

- Outcome 1- Structured questions
- Outcome 2- Structured questions

Unit 4 - Health and Human Development in a Global context

Unit of study (AOS) details:

- Similarities and differences in health status and burden of disease globally and the factors that contributes to differences in health and wellbeing.
- Relationships between the Sustainable Development Goals and their roles in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

Assessment Unit 4

Course completion requires:

- Outcome 1- Structured questions
- Outcome 2- Structured questions

For more detailed topic descriptions visit

<http://www.vcaa.vic.edu.au/Documents/vce/hhd/healthHumDevSD-2018.pdf>

History

Unit 1: 20th Century (1900-1945)

Unit of study (AOS) details:

- How political crises develop and impact people and countries.
- An investigation of patterns of social life and the factors that influence changes to those patterns.
- How cultural expression of events and movements are related to the historical context or what is going on at the time.

Unit 2: 20th Century (since 1945)

Unit of study (AOS) details:

- How post war societies use certain ideas about how the world should be organised to legitimise their actions
- The impact that post war challenges have had on established ideas about power and society
- How domestic and international events help to determine how a nation sees itself and its role in world affairs

Assessment

The types of assessment tasks you may be required to do for Units 1 and 2 are:

- Essays
- Research reports
- Analytical exercises
- Tests
- Oral presentations
- Multimedia presentations

History

Unit 3: Imagining Australia

Unit of study (AOS) details:

- The European experience in the early years of the Port Phillip district.
- The experiences during the 19th century up to the eve of World War 1.
- The nature of Australian society around the turn of the twentieth century.

Unit 4: Australian History

Unit of study (AOS) details:

- The response of Australians to particular threats
- The impact of Australians experiences on change and social cohesion.
- Changing Australian attitudes in relation to some of the issues in the latter decades of the twentieth century.

Assessment

School Assessed Coursework for Units 3 and 4

50% of final assessment to be selected from items like:

- Essays
- Tests
- Research reports
- Analytical exercises

There is an end of year exam which contributes 50% towards the final grade.

Legal Studies

Unit 1 - Criminal Law and Justice

Area of Study (AOS) details:

- Law in Society: The need for effective laws and the main sources and types of law in society
- Criminal Law: The key principles and types of criminal law and the impact of criminal activity on the individual and society
- The Criminal Courtroom: The processes for the resolution of criminal cases and the capacity of these processes to achieve justice

Unit 2 - Issues in Civil Law

Area of Study (AOS) details:

- Civil law: The principles of Civil Law, law-making by courts and elements of torts
- The civil law in action: The procedures of civil courts and the role of juries in resolving civil disputes
- The law in focus: Recent changes to the law relating to one or more of eight specific areas of law
- A question of rights: An Australian case illustrating rights issues and the impact of the case on the legal system and the rights of individuals

Assessment

The types of assessment tasks you may be required to do for Units 1 and 2 are:

- Structured assignment
- Mock court or role play
- Folio and report
- Essay
- Annotated visual display
- Case study
- Test
- Report (written, visual, oral and multimedia).

Legal Studies

Unit 3 - Law making

Area of Study (AOS) details:

- Parliament and the citizen: the principles of the Australian parliamentary system and the passage of a bill through parliament
- Constitution and rights: the role of the Commonwealth Constitution in defining and limiting the law making powers of parliament, the rights and responsibilities of Australian citizens, protection of rights in another country (either South Africa, New Zealand, or the USA)
- Role of the courts: how the courts can make common law and an evaluation of the effectiveness of the courts in doing so. Investigate the doctrine of precedent and statutory interpretation

Unit 4 - Dispute Resolution

Area of Study (AOS) details:

- Criminal cases and civil disputes, jurisdictions and functions of Federal and State courts in their respective hierarchies
- Criminal and civil court pre-trial and trial procedures and the operation of our jury system. Also an evaluation of the merits of our adversarial system in comparison with the inquisitorial system

Assessment

School Assessed Coursework for Units 3 and 4

50% of final assessment to be selected from items like:

- A case study
- An essay
- Structured questions
- A test
- A report in written format
- A report in multimedia format
- A folio of exercises

There is an end of year exam on Units 3 and 4 which contributes 50% towards the final grade.

Mathematics: Units 1 and 2

General Mathematics Units 1 and 2

Areas of Study

Algebra and Structure, Arithmetic and Number, Discrete Mathematics, Geometry, Measurement and Trigonometry, Graphs of Linear and Non-Linear Relations and Statistics.

Outcomes

At the conclusion of Units 1 & 2 students should be able to:

- Define and explain key concepts and apply a range of related mathematical routines and procedures.
- Select and apply mathematical facts, concepts, models and techniques to investigate and analyse extended application problems in a range of contexts.
- Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

The types of assessment tasks you may be required to do for Units 1 & 2 are:

- Tests
- Application Task
- Summary or Review Notes
- Modelling or Problem-Solving Tasks
- Mathematical Investigations

Mathematics: Units 1 and 2

Mathematical Methods Units 1 and 2

Co-requisite

Students wishing to study Mathematical Methods Units 1 & 2 MUST also undertake Specialist Mathematics Units 1 & 2 at the same time.

Areas of Study

Functions and Graphs, Algebra, Calculus and Probability and Statistics.

Outcomes

At the conclusion of Units 1 & 2 students should be able to:

- Define and explain key concepts and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
- Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

The types of assessment tasks you may be required to do for Units 1 & 2 are:

- Tests
- Application Task
- Summary or Review Notes
- Modelling or Problem-Solving Tasks
- Mathematical Investigations

Mathematics: Units 3 and 4

Mathematical Methods Units 3 and 4

Prerequisites

Mathematical Methods Units 1 & 2 Specialist Mathematics Units 1 & 2

Areas of Study

Functions and Graphs, Algebra, Calculus and Probability and Statistics.

Outcomes

At the conclusion of Units 3 & 4 students should be able to:

- Define and explain key concepts and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
- Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

Assessment for Mathematical Methods Units 3 & 4 consists of:

- School Assessed Coursework (34% of the grade consisting of 1 Application Task and 2 Modelling or Problem Solving Tasks over the year)
- Two end of year exams (66% of the grade, consisting of two papers worth 22% (Technology Free) and 44% (Technology Enabled))

Mathematics: Units 3 and 4

Further Mathematics Units 3 and 4

Prerequisites

General Mathematics Units 1 & 2

Areas of Study

Core (Including Data Analysis, Recursion and Financial Modelling), Matrices, Networks and Decision Mathematics.

Outcomes

At the conclusion of Units 3 & 4 students should be able to:

- Define and explain key concepts and apply related mathematical techniques and models in routine contexts.
- Select and apply the mathematical concepts, models and techniques in a range of contexts of increasing complexity.
- Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

Assessment for Further Mathematics Units 3 & 4 consists of:

- School Assessed Coursework (34% of the grade consisting of 1 Application Task and 3 Modelling or Problem Solving Tasks over the year)
- Two end of year exams (66% of the grade, consisting of two papers worth 33% each)

Media Studies

Unit 1 - Representation and technologies of representation

Unit of Study (AOS) details:

- Representation - Analysis of media representations and how such representations depict, for example, events, people, places, organisations and ideas.
- Technologies of representation - Students produce representations in two or more media forms. Students analyse how the application of the different media technologies affects the meanings that can be created in the representations.
- New Media - students explore the emergence of new media technologies

Unit 2 - Media production and the media industry

Unit of Study (AOS) details:

- Media Production - focuses on media production undertaken by students within a collaborative context and the student's explanation of the process.
- Media Industry production - focus on national, international and global media industry issues, and the developments in the media industry and their impact on media production stages, and specialist roles within these stages.
- Australian Media Organisations - analyse Australian media organisations within a social, industrial and global framework.

Assessment

Assessment tasks for this unit are selected from the following:

- radio or audio sequences
- audiovisual or video sequences
- photographs
- print layouts
- multimedia sequences or presentations
- posters
- tests
- written responses
- Oral reports.

Physical Education

Unit 1 - The Human Body in Motion

Unit of study (AOS) details:

- Participate in a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement
- Participate in a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

Assessment Unit 1

- Course completion requires:
 - Outcome 1- Structured questions
 - Outcome 2- Structured questions

Unit 2 - Physical activity, sport and society

Unit of study (AOS) details:

Collecting and analysing data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

- Application of a socio-ecological framework to research, analyse, and evaluate a contemporary issue associated with participation in physical activity and/or sport in local, national, or global setting.

Assessment Unit 2

- Course completion requires:
 - Outcome 1- Structured questions
 - Outcome 2- Structured questions

Physical Education

Unit 3 - Movement Skills and Energy for Physical Activity

Unit of study (AOS) details:

- Collection and analysing of information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skills acquisition principles.
- The use of data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

Assessment Unit 3

- Course completion requires:
- Outcome 1- Structured questions
- Outcome 2- Structured questions and Laboratory report

Unit 4 - Training to Improve Performance

Unit of study (AOS) details:

- Analysis of data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.
- Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

Assessment Unit 4

- Course completion requires:
- Outcome 1- Written report
- Outcome 2- Folio, written report and structured questions

For more detailed topic descriptions visit

<http://www.vcaa.edu.au/Documents/vce/physicaledu/PhysicalEducationSD 2017.pdf>

Physics

Unit 1: What ideas explain the physical world?

Unit of Study (AOS) details:

- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?

Unit 2

Unit of Study (AOS) details:

- How can motion be described and explained?
- One option is to be selected by the student from the following:
 - What are stars?
 - How do forces act on the human body?
 - How can AC electricity charge a DC device?
 - How do fusion and fission compare as viable nuclear energy power sources?
 - How is radiation used to maintain human health?
 - How do particle accelerators work?
 - How can human vision be enhanced?
 - How do instruments make music?
- Practical investigation.

Assessment

The types of assessment tasks you may be required to do for Units 1 and 2 are:

- Annotated folio of practical activities
- Multimedia or web page presentation
- Response to a media article
- A test
- Written report
- Data analysis
- Summary report of practical investigation

Physics

Unit 3: How do fields explain motion and Electricity?

Unit of Study (AOS) details:

- How do things move without contact?
- How are fields used to move electrical energy?
- How fast can things go?

Unit 4: How can two contradictory models explain both light and matter?

Unit of Study (AOS) details:

- How can waves explain the behavior of light?
- How are light and matter similar?
- Practical Investigation

Assessment

School Assessed Coursework for Units 3 and 4

40% of final assessment to be selected from items like:

- Structured scientific poster
- Annotations of at least two practical activities from a practical logbook
- A report of a student investigation
- A report of a physics phenomenon
- Data analysis
- Media analysis/response
- Design, building, testing and evaluation of a device
- An explanation of the operation of a device
- A proposed solution to a scientific or technological problem
- A response to structured questions
- A reflective learning journal or blog related to selected activities or in response to an issue
- A Test

There is one 2.5 hour exam at the end of the year that will contribute 60% of the study score.

Product Design & Technology - Wood

Unit 1- Sustainable Product Redevelopment

Unit of Study (AOS) details:

Sustainable redevelopment of a product

Outcome 1

On completion of this unit the student should be able to design and plan the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues.

Producing and evaluating a redeveloped product.

Outcome 2

On completion of this unit the student should be able to select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product.

Unit 2 - Collaborative Design

Unit of Study (AOS) details:

Designing within a team

Outcome 1

On completion of this unit the student should be able to design and plan a product or range of products collaboratively in response to a design brief.

Producing and evaluating within a team

Outcome 2

On completion of this unit the student should be able to justify, manage and use appropriate production processes to make a product safely and evaluate individually and as a member of a team, the processes and materials used and the suitability of a product or components of a group product/s against the design brief.

Product Design & Technology - Wood

Unit 3 - Applying the Product Design Process

Unit of Study (AOS) details:

Designing for end-user/s

Outcome 1

On completion of this unit the student should be able to investigate and define a design problem, and discuss how the design process leads to product design development.

Product development in industry

Outcome 2

On completion of this unit the student should be able to explain and analyse influences on the design, development and manufacture of products within industrial settings.

Designing for others

Outcome 3

On completion of this unit the student should be able to document the product design process used to meet the needs of an end-user/s, and commence production of the designed product.

SACS

School-assessed Coursework for Unit 3 will contribute 12 per cent to the study score.

Outcomes Marks allocated Assessment tasks

Outcome 1

Investigate and define a design problem, and discuss how the design process leads to product design development.

25 marks

A structured, annotated design brief, evaluation criteria and an explanation of how the designer will research and develop design ideas from the design brief, with reference to product design factors.

Outcome 2

Explain and analyse influences on the design, development and manufacture of products within industrial settings.

35 marks

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

- extended response
- A short written report
- An oral presentation accompanied by notes and/or visual materials.

Total marks 60

Unit 4 - Product development, evaluation and promotion

Unit of Study (AOS) details:

Product analysis and comparison

Outcome 1

On completion of this unit the student should be able to compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.

Product manufacture

Outcome 2

On completion of this unit the student should be able to apply a range of production skills and processes safely to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

Product evaluation

Outcome 3

On completion of this unit the student should be able to evaluate the finished product through testing and feedback against criteria, create end-user/s' instructions or care labels and recommend improvements to future products.

SACS

School-assessed Coursework for Unit 4 will contribute 8 per cent to the study score.

Outcome Marks allocated Assessment Tasks

Outcome 1

Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.

40 marks

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

- An extended response
- A short written report
- structured questions
- An oral presentation accompanied by notes
- An annotated visual report.

Total marks 40

- School Assessed Task for Units 3 and 4

50% of the final assessment runs over both Units 3 and 4. This consists of a folio and the development, evaluation and promotion of a product for the client.

There is an end of year exam on Units 3 and 4 (30% of final assessment).

Psychology

Unit 1: How are behaviour and mental processes shaped?

Unit of Study (AOS) details:

- How does the brain function?
- What influences psychological development?
- Student-directed research investigation

Unit 2: How do external factors influence behaviour and mental processes?

Unit of Study (AOS) details:

- How are people influenced to behave in particular ways?
- What influences a person's perception of the world?
- Student-directed research investigation

Assessment

The types of assessment tasks you may be required to do for Units 1 and 2 are:

- Annotated posters
- Essays
- Multimedia presentations
- Reports of experiments (ERAs)
- Research summaries
- Tests

Psychology

Unit 3: How does experience behaviour and mental processes?

Unit of study (AOS) details:

- How does the nervous system allow psychological functioning?
- How do people learn and remember?

Unit 4: How is wellbeing developed and maintained?

Unit of study (AOS) details:

- How do levels of consciousness affect mental processes and behaviour?
- What influences mental wellbeing?

Assessments

School Assessed Coursework for Units 3 and 4

40% of the final assessment to be selected from items such as:

- Annotated Responses
- Responses to structured questions
- Essays
- Research Investigations
- Media Analysis
- Tests
- Empirical Research Activities
- Scientific Posters

There is an end of year exam on both units 3 and 4 that will make up 60% of the final score.

Studio Arts

(Drawing, Printmaking, Ceramics or Photography)

Unit 1 - Artistic inspiration and techniques

Unit of Study (AOS) details:

- Source inspiration, identify individual ideas and use a variety of methods to translate these into visual language.
- Explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks.
- Discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks

Unit 2 - Design exploration and concepts

Unit of Study (AOS) details:

- Develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks
- Analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.

Assessment

The types of assessment tasks you may be required to do for Units 1 and 2 are:

- Extended responses
- Selection of exploratory work
- Short answer responses
- Folio of design and artworks

Studio Arts

Unit 3 - Studio production and professional art practices

Unit of study (AOS) details:

- Prepare an exploration proposal that formulates the content and parameters of an individual design process that includes a plan of how the proposal will be undertaken.
- Present an individual design process that produces a range of potential directions which reflects the concepts and ideas documented in the exploration proposal.
- Discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles.

Unit 4 - Studio production and art industry contexts

Unit 4 focuses on three areas:

- Present a cohesive folio of finished artworks, based on selected potential directions developed through the design process that demonstrates skillful application of materials and techniques and that realises and communicates the student's ideas.
- Visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions and effectively demonstrate a cohesive relationship between the works.
- Examine and explain the preparation and presentation of artworks in at least two different exhibition spaces and discuss the various roles, processes and methods involved in the exhibition of artworks.

Assessment

School Assessed Task for Unit 3:

33% of final assessment is a SAT consisting of the Work Brief and the Design Process referred to in focus areas 1 and 2 of unit 3 above.

School Assessed Task for Unit 4:

33% of final assessment is a SAT consisting of the written and visual focus statement plus the folio of finished artworks referred to in focus areas 1 and 2 of unit 4.

There is an end of year exam (30% of final grade).

Visual Communication and Design

Unit 1 - Introduction to Visual Communication

Unit of Study (AOS) details:

- Drawing as a means of communication
- Design elements and design principles
- Visual communication design in context

Unit 2 - Application of visual communication design

Unit of Study (AOS) details:

- Technical drawing in context
- Type and imagery - images when communicating ideas and concepts in the design field of communication
- Applying the design process

Assessment

Assessment tasks for this unit are selected from the following:

- 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

Visual Communication and Design

Unit 3 - Visual communication practices

Unit of Study (AOS) details:

- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas

Unit 4 - Designing to a brief

Unit of Study (AOS) details:

- Development of design concepts
- Final presentations
- Evaluation and explanation

Assessment

A brief that identifies the contexts, constraints, client's needs and target audience, and a folio generating ideas relevant to the brief. The development folio for each will need to include evidence of:

- Use of design process and design thinking strategies
- Annotated research for information and inspiration
- Observational and visualisation drawings
- Generation of a wide range of design ideas

There is an end of year exam on both units 3 and 4 that counts for 34% of final assessment.

PATHWAYS PLANNING CHARTS

Economics, Accounting, Commerce

	Year 11 - Units 1 & 2	Year 12 - Units 3 & 4
Compulsory units	English (any)	English (any)
Prerequisites (generally)	Maths (any)	Maths (any)
Suggested additional units	Business Management, VET Business Computing -Informatics	Business Management, VET Business

This course is designed for students wishing to study Business at University. Maths prerequisites vary from course to course. Some courses in this area require Maths (any) or have 'no prerequisites'. Suggested Additional units could include:

- Business management
- History
- Computing - Informatics
- Two Maths

Any of the remaining VCE units could be chosen as additional units.

Note: VCE Requirements must be met.

3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature

Satisfactory completion of 3 Unit 3 / 4 sequences other than English

Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

TAFE

Courses in areas such as:

- Accounting
- Commerce
- Economics
- Finance
- Business - Computing
- Banking & Finance
- Business Administration
- International Trade
- Marketing
- Advertising
- E-Business
- Event Management
- Tourism

University

Courses in areas such as:

- Strategic Management
- Computing & Accounting
- Agriculture / Resource Economics
- Finance
- Commerce
- Economics
- Financial Planning
- Accounting
- Banking & Finance
- Business
- Electronic Commerce
- Management

- Marketing

Employment

In areas such as:

- Actuary
- Accountant
- Banking
- Chartered Accountant
- Economist
- Insurance Management
- Statistician
- Retailing
- Stockbroking
- Teaching

Sciences

	Year 11 - Units 1 & 2	Year 12 - Units 3 & 4
Compulsory units	English (any)	English (any)
Prerequisites (generally)	Maths Methods	Maths Methods
Suggested additional units	Chemistry, Physics, General Maths -	Chemistry, Physics, Specialist Maths (not offered)

Two Science subjects are generally recommended Maths prerequisites vary from course to course Suggested Additional units could include:

- Biology
- Chemistry
- Physics
- Computing - Informatics
- Psychology
- Specialist Maths (not offered)
- Geography

Any of the remaining VCE units could be chosen as additional units.

Note: VCE Requirements must be met.

3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature

Satisfactory completion of 3 Unit 3 / 4 sequences other than English

Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

TAFE

Courses in areas such as:

- Beauty Therapy
- Nursing, Division 2
- Myotherapy
- Biotechnology
- Forensic Science
- Veterinary Nursing

- Applied Science - Business
- Applied Chemistry
- Aviation
- Geology
- Surveying
- Food Technology
- Marine Science
- Consumer Science
- Cartography
- Biotechnology
- Space Science

- Agricultural scientist
- Anthropologist
- Archaeologist
- Biochemist
- Biological Scientist
- Botanist
- Chemist
- Environmental Scientist
- Food Technologist
- Forensic Scientist
- Forester
- Geneticist
- Marine Scientist
- Microbiologist
- Teacher
- Veterinarian

University

Courses in areas such as:

- Science
- Applied Science - Psychology
- Science - Physical

Employment

General Science degrees lead to a wide variety of careers, often through the completion of post graduate courses:

Visual Arts & Graphic Design

	Year 11 - Units 1 & 2	Year 12 - Units 3 & 4
Compulsory units	English (any)	English (any)
Prerequisites (generally)	Art and/or	Art and/or
Suggested additional units	Visual Communication Studio Arts / Studio Arts Digital VET Interactive Digital Media	Visual Communication Studio Arts / Studio Arts Digital VET Interactive Digital Media

A high quality folio is required for selection into many courses. Attendance at an interview and / or information session is also required for selection into many courses. Some may involve a test. Some courses such as Industrial Design or Engineering Product Design require Maths and / or Science (Physics) and / or Design Technology. Some students find that doing several studies that require large production folios difficult to manage their time. Suggested Additional units could include:

- Mathematics
- Computing - Informatics
- Design Technology
- Food Studies

Any of the remaining VCE units could be chosen as additional units.

Note: VCE Requirements must be met.

3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature

Satisfactory completion of 3 Unit 3 / 4 sequences other than English

Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

TAFE

Courses in areas such as:

- Art & Design
- Photography
- Design
- Ceramics
- Corporate Video Production
- Computer Aided Art & Design
- Graphic Art
- Screen Printing Design
- Textiles
- Visual Arts
- Visual Merchandising
- Floristry

University

Courses in areas such as:

- Advertising
- Fine Arts (Ceramics, Drawing, Gold & Silversmithing, Painting, Printmaking & Sculpture)
- Graphic Design
- Media Arts
- Photography
- Industrial Design
- Technology Design
- Visual Arts
- Multimedia Arts
- Design
- Jewellery

Employment

In areas such as:

- Artist
- Curator
- Design (fashion, industrial, interior, textiles, wood)
- Graphic Art
- Jeweller
- Illustrator
- Marketing
- Painting
- Potter
- Sign Writer
- Painter & Decorator
- Tailor

Building Trades

	Year 11 - Units 1 & 2	Year 12 - Units 3 & 4
Compulsory units	English (any)	English (any)
Suggested additional units	Design Technology - Wood VET - Building & Construction Business Management Visual Communication, Computing - Informatics	Design Technology - Wood VET - Building & Construction Business Management, Visual Communication

Suggested Additional units could include:

- Accounting
- Mathematics (any)
- Systems Engineering

Any of the remaining VCE units could be chosen as additional units.

Note: VCE Requirements must be met.

3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature

Satisfactory completion of 3 Unit 3 / 4 sequences other than English

Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

TAFE

Courses in areas such as:

Apprenticeships

- Bricklaying
- Carpentry
- Boat building
- Cabinet Making
- Plasterer
- Wood machining

Pre-apprenticeships

- Bricklaying

- Carpentry
- Fibrous plastering
- Printing technology
- Technology - Furniture

University

Courses in areas such as:

- Technology - Manufacturing
- Technology - Environmental
- Technology -
Mechanotronics
- Manufacturing Operations
- Building

Employment

In areas such as:

- Bricklayer
- Cabinet maker
- Carpenter and joiner
- Fibrous plasterer
- Glazier
- Furniture Finisher
- Plasterer
- Upholsterer
- Wood machinist

Business

	Year 11 - Units 1 & 2	Year 12 - Units 3 & 4
Compulsory units	English (any)	English (any)
Suggested additional units	Business Management, Accounting (not offered), Legal Studies VET Business Computing -Informatics	Business Management Accounting (not offered), Legal Studies VET Business Maths (any)

Maths prerequisites vary from course to course. Some courses in this area do not require a Maths or only two units of Maths. Consider choosing a subject relevant to the type of business that you are interested in. Suggested Additional units could include:

- Mathematics (any)

Any of the remaining VCE units could be chosen as additional units.

Note: VCE Requirements must be met.

3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature

Satisfactory completion of 3 Unit 3 / 4 sequences other than English

Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

TAFE

Courses in areas such as:

- Banking & Finance
- Credit Management
- Accounting
- Hospitality Operations
- Advertising
- International Trade
- Legal Practice
- Local Government
- Marketing
- Sales Management
- Office Administration
- Operations management
- Public Relations
- Merchandising & Marketing
- Real Estate

University

Courses in areas such as:

- Business
- Commerce
- Accounting
- Hospitality
- Management
- Marketing
- Property, Transport & Logistics
- Personnel & Industrial management
- Tourism
- Banking & Finance
- Retail Management
- Travel & Tourism

Employment

In areas such as:

- Business Management
- Marketing
- Sales
- Personnel
- Property / Real Estate
- Travel / Tourism
- Export / Import
- Banking
- Insurance
- Finance
- Law Enforcement
- Accounting
- Public Service

Computing - Informatics

	Year 11 - Units 1 & 2	Year 12 - Units 3 & 4
Compulsory units	English (any)	English (any)
Prerequisites (generally)	Maths Methods	Maths Methods
Suggested additional units	Computing -Informatics, VET Information Technology Physics, General Maths Adv.	IT Applications, VET Computing - Informatics Technology Physics

Maths prerequisites vary from course to course. Some courses in this area require Maths (any) or have 'no prerequisites'. Students interested in Computer Science/Engineering should also consider Physics and Specialist Maths.

Suggested Additional units could include:

- Accounting (not offered)
- Business management
- Design Technology
- Legal Studies
- Systems Engineering
- VET Media Creative Industries

Any of the remaining VCE units could be chosen as additional units.

Note: VCE Requirements must be met.

3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature

Satisfactory completion of 3 Unit 3 / 4 sequences other than English

Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

TAFE

Courses in areas such as:

- Applied Science - Computing
- Technology - Computing
- Information Technology
- Computing Operation
- Micro computing
- Administration
- Computer systems

University

Courses in areas such as:

- Applied Science - Computing
- Technology - Computing
- Information Technology
- Computing Operation
- Micro computing
- Administration
- Computer systems

Employment

In areas such as:

- Animation
- Communications Officer
- Computer Programmer
- Computer Operator
- Computer Technician
- Game programming
- System Analyst
- Networks Manager
- Software Development
- Internet
- Multimedia Designer
- Web designer

Engineering

	Year 11 - Units 1 & 2	Year 12 - Units 3 & 4
Compulsory units	English (any)	English (any)
Prerequisites (generally)	Maths Methods	Maths Methods
Suggested additional units	Physics, General Math Advanced Design & Technology VET Engineering	Physics, Specialist Maths (not offered) Design & Technology

Most Engineering courses have a prerequisite minimum score for English and Math Methods in Year 12. Many courses also require Physics or Chemistry. Choose the Science subject relevant to the Engineering stream. Extra points are usually given for including Specialist Maths.

Suggested Additional units could include:

- Chemistry
- Biology
- Systems Engineering
- Computing-Informatics
- Visual Communication

Any of the remaining VCE units could be chosen as additional units.

Note: VCE Requirements must be met.

3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature

Satisfactory completion of 3 Unit 3 / 4 sequences other than English

Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

TAFE

Courses in areas such as:

- Engineering
- Electrical
- Electronics
- Audio Visual Technology
- Aerospace
- Mechanical / Manufacturing / Civil
- Plastics Technology
- Applied Science
- Material Engineering
- Technology
- Automated Systems

University

Courses in areas such as:

- Engineering
- Electrical, Optoelectronics
- Electronics, Mechanical
- Coastal Resource Management
- Computer
- Technology Systems
- Computronics
- Manufacturing Systems
- Communication, Computer, Electronic and Software
- Food Process Engineering
- Applied Physics
- Medical Biophysics
- Telecommunications & Networks
- Robotics
- Mechatronics

Employment

A wide range of occupations are available for Engineers, Engineering Associates and Technicians including:

- Civil Engineer
- Mechanical Engineer
- Chemical Engineer
- Electrical/Electronic Engineer
- Automotive Engineer
- Aerospace Engineer
- Environmental Engineer
- Telecommunications Engineer
- Petroleum
- Polymer
- Mining
- Geological
- Computer Systems

General Health

	Year 11 - Units 1 & 2	Year 12 - Units 3 & 4
Compulsory units	English (any)	English (any)
Prerequisites (generally)	Maths (any)	Maths (any)
Suggested additional units	Chemistry, Biology Health & Human Development Physical Education	Chemistry, Biology Health & Human Development

Maths prerequisites vary from course to course.
Suggested Additional units could include:

- Computing - Informatics
- Legal Studies
- Maths - Two e.g., Math Methods & General
- Adv. Physics
- Psychology

Any of the remaining VCE units could be chosen as additional units.

Note: VCE Requirements must be met.

3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature

Satisfactory completion of 3 Unit 3 / 4 sequences other than English

Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

TAFE

Courses in areas such as:

- Beauty Therapy
- Nursing, Division 2
- Myotherapy

University

Courses in areas such as:

- Health Sciences
- Physiotherapy
- Prosthetics & Orthotics

- Disability Studies
- Nursing - Registered
- Speech Pathology
- Public Health
- Health Promotions
- Occupational Therapy
- Optometry
- Podiatry
- Dental therapy
- Traditional Chinese Therapy
- Public Health Management

Employment

In areas such as:

- Disability Services Instructor
- Health Promotions Officer
- Health Sciences
- Nursing
- Dietician
- Psychiatric Nursing
- Physiotherapist
- Occupational Therapist
- Speech Therapist

Hospitality & Tourism

	Year 11 - Units 1 & 2	Year 12 - Units 3 & 4
Compulsory units	English (any)	English (any)
Suggested additional units	Food Studies Business Management VET Hospitality Health & Human Development Maths (any)	Food Studies, Business Management VET Hospitality Health & Human Development

Some courses require an interview, a thorough knowledge of the hospitality industry and work experience. Suggested Additional units could include:

- Accounting (not offered)
- History
- Geography
- Computing - Informatics
- Literature
- VET IT
- VET Business

Any of the remaining VCE units could be chosen as additional units.

Note: VCE Requirements must be met.

3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature

Satisfactory completion of 3 Unit 3 / 4 sequences other than English

Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

TAFE

Courses in areas such as:

- Hospitality
- Travel & Tourism
- Apprenticeship - Chef / Cook
- Traineeship
- Travel Operations
- Resort Management

University

Courses in areas such as:

- Business - Hospitality Management
- Hospitality
- Tourism
- Business -Travel & Tourism
- Tourism Management
- Event Management
- Hotel Management

Employment

In areas such as:

- Baker
- Chef
- Caterer
- Cook
- Kitchen Hand
- Manager (Hotel, Motel, Resort, Restaurant)
- Pastry Cook
- Butcher
- Travel Agent
- Tourism Manager
- Waiter / Waitress

Human Movement/ Sport & Recreation

	Year 11 - Units 1 & 2	Year 12 - Units 3 & 4
Compulsory units	English (any)	English (any)
Suggested additional units	Health & Human Development Physical Education, Biology Maths (any)	Health & Human Development Physical Education, Biology

Some courses only require two units of Maths. Many courses also select students based on a range of factors - ENTER scores and sporting, recreational and coaching activities and participation. Preselection tests and or supplementary applications may be required.

Suggested Additional units could include:

- Accounting (not offered)
- Business Management
- Chemistry
- Maths (3 & 4), (any)
- Physics
- Psychology

Any of the remaining VCE units could be chosen as additional units.

Note: VCE Requirements must be met.

3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature

Satisfactory completion of 3 Unit 3 / 4 sequences other than English

Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirement

TAFE

Courses in areas such as:

- Recreational Leadership
- Resource Management
- Fitness Instructor
- Sports Management Traineeship
- Sports Coaching
- Recreation

University

Courses in areas such as:

- Arts - Sports Administration
- Business
- Human Movement
- Health Promotion
- Outdoor Recreation
- Parks & Recreation
- Physical Education
- Sports & Leisure Management
- Sports Management
- Teaching

Employment

In areas such as:

- Fitness Instructor
- Health Promotion
- Sports Management
- Outdoor Recreation Leader
- Park Range
- Physical Education
- Teacher
- Recreation Officer
- Sport Coach

Medical / Health Sciences

	Year 11 - Units 1 & 2	Year 12 - Units 3 & 4
Compulsory units	English (any)	English (any)
Prerequisites (generally)	Maths Methods Chemistry Physics	Maths Methods Chemistry Physics
Suggested additional units	General Maths Adv. Physical Education Biology	Specialist Maths (not offered) Biology

Pre-requisites in this area are very specific. Check VICTER and VTAC before finalising course selections. A number of courses require students to undertake an additional test - UMAT.

Suggested Additional units could include:

- Biology
- Health & Human Development
- Psychology

Any of the remaining VCE units could be chosen as additional units.

Note: VCE Requirements must be met.

3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature

Satisfactory completion of 3 Unit 3 / 4 sequences other than English

Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirement

TAFE

Courses in areas such as:

- Applied Science - medical laboratory

- Dental Science

University

Courses in areas such as:

- Medical Radiations, Radiography, Biophysics & Instrumentation
- Clinical Osteopathy
- Pharmacy
- Health Science - Acupuncture
- Chiropractic Science
- Clinical Science
- Environmental Health
- Biomedical Science
- Physiotherapy
- Medicine
- Medical Laboratory Science
- Optometry

Employment

In areas such as:

- Anaesthetist
- Dentist
- Acupuncturist
- Environmental Health Officer
- Medical Scientist
- Medical Practice
- Nutritionist
- Optometrist
- Pathologist
- Pharmacist
- Podiatrist
- Radiation Therapy

Performing Arts

	Year 11 - Units 1 & 2	Year 12 - Units 3 & 4
Compulsory units	English (any)	English (any)
Suggested additional units	Drama and / or Music Performance Studio Arts Literature	Drama and / or Music Performance Studio Arts

An audition and / or interview is required for entry into many courses. Different courses have different requirements as to what will be needed at the audition. Attendance at an interview is also required for selection into courses, some have an aural test. Most music university courses have prerequisite AMEB Grade 6 or 7 - practical and grade 5 - theory. Music TAFE courses require AMEB grade 3 theory. Performance at special workshops and auditions is taken into account Suggested Additional units could include:

- Art
- History
- Visual Communication
- VET Dance
- VET Media Creative Industries
- VET Music Industry Technical

Any of the remaining VCE units could be chosen as additional units.

Note: VCE Requirements must be met.

3 units of English including a Unit 3 & 4 sequence of English, English Language or Literature

Satisfactory completion of 3 Unit 3 / 4 sequences other than English

Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirement

TAFE

Courses in areas such as:

- Music Performance
- Music Business Management
- Sound Production
- Performing Arts
- Theatre Technology & Small Companies
- Diploma of Music Business
- Music Industry (Business)

University

Courses in areas such as:

- Arts (majoring in Music or Drama)
- Music or Drama (including Victorian College of the Arts, the Melbourne Conservatorium of Music and NIDA)
- Performance Studies
- Visual and Performing Arts
- Teaching
- Music Business Management
- Music Theatre

Employment

In areas such as:

- Actor
- Choreographer
- Director
- Film Score Writer
- Music (arranger, journalist, retailer or reviewer)
- Music Therapist
- Music Business Manager
- Song Writer
- Sound Technician
- Screen/Play Writer
- Teacher
- Theatre Manager

	Year 11 - Units 1 & 2	Year 12 - Units 3 & 4
Compulsory units	English (any)	English (any)
Suggested additional units	Health & Human Development Psychology, Biology, VET - Community Service Maths (any)	Health & Human Development Psychology, Biology VET Community Service

Some courses have no pre-requisite studies. Many Psychology courses require a Maths (3 & 4) and one Science (either Biology, Chemistry, or Psychology).

Suggested Additional units could include:

- Geography
- History
- Computing - Informatics
- Literature
-
- Maths (3 & 4)
- Physical Education
- Chemistry

Any of the remaining VCE units could be chosen as additional units.

Note: VCE Requirements must be met.

3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature

Satisfactory completion of 3 Unit 3 / 4 sequences other than English

Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirement

TAFE

Courses in areas such as:

- Childcare
- Social Science
- Residential & Community Services
- Welfare Studies

University

Courses in areas such as:

- Criminal Justice Administration
- Science - Behavioural / Psychology
- Arts - Primary Teaching
- Teacher Education
- Psychology
- Human Services
- Social Welfare
- Police Studies
- Applied Science - Psychology
- Social Work
- Outdoor Education

Employment

In areas such as:

- Teacher - Primary / Secondary / Kindergarten
- Community Development Worker
- Psychologist
- Rehabilitation Counsellor
- Training Officer
- Youth Worker
- Social Worker
- Counsellor
- Childcare Worker
- Welfare Worker
- Disability Worker
- Police Officer

Attendance

Class Time

All VCE units run for eight sessions per fortnight.

Year 12 students generally study five units per semester, (some students are undertaking six units per semester), and so they may have up to eight study sessions per fortnight.

As with all other students of the college, students are not permitted to be anywhere else but the Study Centre during private study sessions.

College Attendance Policy

Students are required to maintain 95% attendance in each of their classes. Students whose attendance falls below these levels will be required to attend an after school make up class and or meet with the Senior School Leader and parents/carers for further discussions..

Authentication

The VCAA sets down seven rules which a student must observe when preparing work for assessment. These rules apply to Coursework and School assessed Tasks. They are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his or her own.
2. A student must acknowledge all resources used, including text, websites and source material, the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from any other person in the preparation and submission of work.
4. A student must not submit the same piece of work for assessment in more than one study.
5. A student who knowingly assists other students in a breach of rules may be penalised.
6. A student must sign the declaration of authenticity for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
7. A student must sign a general declaration that he or she will obey the rules and instructions for the VCE, and accept its disciplinary provisions.

Acceptable levels of assistance include:

- The incorporation of ideas or materials derived from other sources, (by reading, viewing or note taking), but which has been transformed by the student and used in a new context.
- Prompting and general advice from another person which leads to refinements and / or self-correction.

Unacceptable levels of assistance include:

- Use of, or copying of, another person's work or other resources without acknowledgement
- Corrections or improvements made by or dictated by another person.

Completion of VCE

How Does a Student Receive their VCE?

In order for a student to achieve their VCE certificate, they must, over the duration of studying VCE:

- Satisfactorily complete 16 units, of which they must:
 - Satisfactorily complete 3 units of “English”
 - Satisfactorily complete 3 other Unit 3 and 4 Sequences apart from English

How Does a Student Satisfactorily Complete a Unit?

Each unit is made up of a number of outcomes, generally three. These are statements that outline the minimum skills that a student should develop and demonstrate while studying the unit. A student must achieve a satisfactory result for each of the outcomes. If they receive an ‘N’ for an outcome, they cannot pass the unit.

To achieve an outcome the student must:

- produce work that meets the required standard
- submit work on time
- submit work that is clearly his or her own
- Observe VCAA and school rules.

Teachers will make every endeavour to inform parents if students are at risk of not achieving a satisfactory result for an outcome or if a student falls behind in work.

What Happens if a Student Gets an N for an Outcome? If a teacher determines that a student’s work does not meet the required standard for satisfactory completion of an outcome, the teacher may require the student to submit additional work, or re-submit work that has already been assessed that will allow the student greater opportunity to demonstrate an improved standard of understanding.

Note: students are NOT able to re-submit work that is used for School- Assessed Coursework (SACs).

Coursework

Extension of time

An extension of time for all students in a class will only be given on condition that all students are given adequate notice and that no one in the class or another class is advantaged or disadvantaged by the change.

Extension for an individual student will only be granted in special circumstances.

Please note, due to deadlines that need to be met in completing coursework, assessing and reporting student performance, deadlines for submission of student work must be met.

Lost, stolen or damaged work

A student who has lost work, or has had work stolen or damaged, must make a written statement of the circumstances. The statement must be signed and dated. Schools must keep a record of the loss or damage, but should not report them to the VCAA, (except in the case of the School-assessed Task). The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result [or an initial score for an assessment task] for the student. Note: This does not apply to work lost or damaged due to computer misuse or malfunction.

Computer Work

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- there is an alternative system available in case of computer or printer malfunction or unavailability
- hard copies of the work in progress are produced regularly
- Each time changes are made the work is saved onto a back-up file. The back-up file should not be stored with the computer. Computer difficulties do not automatically result in a granting of extension of time for submission of work.

Reports

Reports will be issued for all Year 11 and 12 students at the end of Semester One.

Reports for Unit 2 studies will be distributed to students in November.

Reports for Unit 3 studies will only contain information regarding satisfactory completion of outcomes.

Unit 4 performance will be via information distributed directly from VCAA. Students may receive an interim report outlining performance and work output at any time of the year.

Examinations

General Achievement Test (GAT)

All VCE students enrolled in one or more Units 3 and 4 sequences, including VET courses with a scored assessment, must sit the General Achievement Test (GAT).

Components of the GAT include:

- Written communication
- Mathematics, science and technology
- Humanities, the arts and social sciences.

Although GAT results do not count directly towards VCE results, VCAA will use GAT scores in checking the accuracy of student scores in examinations and the range of scores for School-assessed Coursework and School-assessed Tasks.

Examinations in Each Study

Every Unit 3 / 4 study has at least one examination during the year.

Exams are generally of 90-120 minutes duration. It is expected that all students will remain in the examination room for the duration of the exam optimising their opportunity to demonstrate a higher level of achievement.

College policy is that every student enrolled in a Unit 3 / 4 study will undertake the examination.

Every Unit 1 / 2 study has at least one examination during the year. Students are expected to remain in the examination room for the duration of the examination, optimising their opportunity to demonstrate a higher level of achievement.

What happens if a student gets sick during the examination period?

If a student is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for a Derived Examination Score.

Students generally must attend the examination even if they are ill. Communication with the College is vital in these circumstances.

Students must attend a doctor to obtain a medical certificate outlining the impact of their illness on the student's performance on the examination.

Special Provision for Examinations

Students are eligible for Special Examination Arrangements if it can be demonstrated that achievement on the examination is adversely affected by:

- Accident or sudden onset of illness
- Personal circumstances
- Long-term impairment.

Applications for Special Examination Arrangements must be accompanied by recent supporting medical or other specialist documentation.

Special Examination Arrangements may take the form of:

- Extra reading time in addition to the official reading time
- Extra writing time in addition to the official writing time
- Rest breaks.

Students with three examinations in one day

Students who have three Unit 3 / 4 examinations scheduled in one day will be given the option to re-schedule one of the examinations, selected by VCAA, on the following day. Please note, that there are specific requirements that must be met by students and their parents.

Revision & Tests

Throughout students' school careers they will be required to sit numerous tests and examinations which will contribute significantly to their assessment. The thought of these often causes feelings of tension and raises doubts about coping amongst students; perfectly natural reactions. The secret to success is being able to see how the knowledge they have learned relates to what they already know and how they can apply it to extend their knowledge further. Performing well on tests and exams relies on being able to understand what is being asked, retrieving the relevant information from the brain and shaping an appropriate answer.

To retrieve knowledge from the brain easily, it must be stored in their memory in an organised fashion in the first place. The SQ3R is one such method and it is complemented by efficient note-taking and effective listening.

In the Year 11 / 12 planners there are several focuses that address tests and examinations. The Year 11 / 12 Planner, in particular, has a detailed series of focuses on the topic:

- The SQ3R Study Method
- Revision: Memory Training
- Countdown to the Exams
- Exam Preparation
- Effective Exam Revision
- Exam Technique
- Exam Anxiety/ Sitting Exams
- Exam Strategies - One
- Exam Strategies -Two
- Revision: The Key Element
- Subject Revision Techniques
- The Revision Process: What and How
- Exam Preparation Checklist
- Exam Terminology

When students say, "I freeze in tests and have a mental block," it basically means that they are unable to use the learned knowledge, aren't comfortable with their preparation and have difficulty retrieving information from their memory. If they can say, "I know how to apply the knowledge, I've prepared well and therefore I'll do well," a sound performance will result.

Stress

There will be times in all students' school careers where they experience stress and anxiety. It is essential for parents and teachers to be "tuned in" to their students to recognise early warning signals so that they can provide the required support. These tense feelings may originate from a number of situations such as:

- Heavy workload/homework
- Overly high expectations of themselves and from others
- Striving to be "too" perfect and obsessed with detail
- Lack of organisation/ not coping
- Peer group problems/ pressure

It is perfectly natural for these to occur. The key is how to control these feelings before they have too much of an adverse effect on students' self-esteem and progress. The Senior Planner include focuses which address stress and anxiety and how to manage them:

- Stress Warning Signals
- Stress Control

A proactive approach is for students to identify and list their main sources of stress / anxiety and their individual warning signals. Then, when they first start to see these signals, they should be encouraged to seek support from their teachers and use the strategies in the above focuses to control them. Anxiety caused by tests and exams is discussed in several focuses.

Study Scores

How does a student get a study score for a unit?

In addition to receiving a satisfactory result for a unit, a student is required to complete Assessment Activities, (either SATs or SACs) in each of their studies. These activities indicate the level to which a student has demonstrated their understanding in a Unit. Assessment activities are generally completed during class time. SACs are School Assessed Coursework activities that are completed over a shorter period of time, either during a single day, or over a week period. The conditions for the completion of SACs must be the same for all students. Students are advised of the criteria by which SACs are assessed, and conditions under which they are completed.

A medical certificate is required for all students who are absent from school during a SAC.

SATs are School Assessed Tasks. These are completed over a longer period of time, generally result in the development of a product or model, and are undertaken in the following studies:

- Art
- Design and Technology
- Food and Technology
- Studio Arts
- Systems Engineering
- Visual Communication and Design.

If students do not submit their work by the specified date, they risk the work not being assessed, and the student being awarded an NA, (not assessed) for the SAT.

Special Provision

When a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, on application, grant Special Provision for school based assessments.

Students may be granted additional time, special arrangements to complete assessment tasks or tasks may be rescheduled.

Time Management

“Time” is the one thing that we all have the same amount of, but it’s amazing how often we run out of it and are “time poor”. It is avoidable, but requires common sense prioritising and a purpose to achieve. Before students can control their time, they have to understand where it goes. A tedious, but very rewarding exercise for them, is to summarize their time usage over three days under the headings:

- Sleeping, Eating and Dressing, and Travelling
- School Sport / Exercising, Part-time job
- Leisure/T.V./ Visiting, Studying

This exercise should be done in conjunction with students completing their “Musts and Options” section. Quite often the largest timewaster for students (and in fact all of us), is just idling and wandering around between activities; basically doing nothing- “nothing time”. Being aware and reminded of it helps students convert it to “something time”; achieving something meaningful. Included in the planner are focuses which address this area:

- Time Management
- The Holidays
- Musts and Options

Glossary

AUSTRALIAN YOUTH ALLOWANCE

Financial support provided by the federal government to students 16 years and over, to encourage them and assist them to continue their studies.

VCAA

The Victorian Curriculum and Assessment Authority: the organization that runs the VCE and VCAL.

CAMPUS

Most tertiary institutions have more than one teaching site. Each site is called a “campus” e.g. Victoria University has campuses at Melton, Footscray, Werribee, and St Albans.

CREDIT TRANSFER

This is a system where parts of your VCE work can be counted as part of your studies towards a VET certificate and vice versa.

ATAR

Stands for Australian Tertiary Admission Rank, which is a ranking which VTAC allocates to applicants for degree and diploma courses at universities and TAFE colleges across Australia. The ranking ranges from 0 to 99.95 and is based upon a student’s performance in Year 12. The higher your ATAR is the more likely you are to get into your chosen tertiary course.

GAT

General Achievement Test. All students doing one or more level 3/4 subjects must sit for this test in June every year. Its purpose is to provide a measure of how well you have been assessed in school based assessment. It may also be used to help in the statistical moderation of coursework in level 3/4 units. It is not meant to be used as a report on your ability.

HECS

Higher Education Contribution Scheme: Refers to the payment tertiary students make towards the cost of their university course. Payment can be deferred until after graduation

JAC

Job and Course Explorer is a computer data base which includes information about jobs and courses

L.O.T.E.

L.O.T.E. means Language Other Than English

Glossary

OPEN DAY

Most colleges, universities and TAFE colleges are open to the public for inspection on at least one day of the year. Many conduct guided tours, have public lectures and displays

OUTCOME

Short for Learning Outcome: This is what you must know or be able to do when you finish a unit. To satisfactorily complete a unit you must satisfactorily achieve all of its outcomes

PREREQUISITE

This is a unit or units you must pass in order to be eligible for admission to a course.

SCHOOL ASSESSED COURSEWORK “SAC”

This is work that is prescribed by the VCAA to be done in unit 3/4 level units. It is assessed by your teachers but is “moderated” by a statistical method that compares the students’ school results with their exam results.

SCHOOL ASSESSED TASK “SAT”

This is a set piece of work that will be assessed by the school but will be subject to review by the VCAA. Not all subjects have School Assessed Tasks.

TAFE

Stands for Technical and Further Education and there are many TAFE Colleges throughout Victoria. TAFE offers short courses, apprenticeship or traineeship training, one-year Advanced Certificate courses and two-year Associate Diploma Courses.

VASS

VCE Administrative Software System. It is used by schools to enter VCE enrolments and results onto the VCAA database.

VCAL

Victorian Certificate of Applied Learning. An alternative certificate for students who find that the VCE does not meet their needs.

VICTER

This is short for “Victorian Tertiary Entrance Requirements”. The Victorian Tertiary Admissions Centre prints a list of these each year.

Glossary

VTAC

Stands for Victorian Tertiary Admissions Centre, which organises the process by which students apply for tertiary and TAFE diploma courses and are informed of the best offer from a college or university.

VTAC GUIDE

This is a booklet for Year 12 VCE students and contains a description of each Victorian University and TAFE diploma course

VET

Vocational Education and Training: A set of certificate courses that can be completed along with the VCE.

Some non-school courses:

Advanced Certificates prepare students for supervisory positions in larger organisations, running small businesses, assisting professionals or operating in a high level technical capacity. They are usually completed in two years post Year 11 or one year post Year 12 full time or equivalent part time study.

Apprenticeships are a way to learn a trade or vocation and to be paid while learning. They are usually of three to four years' duration, combining on-the job and TAFE training.

Certificate courses are skills based and qualify people to undertake work that often requires complex skills. They are usually completed in one year post Year 11 study or equivalent part time study.

Traineeships

The government subsidises the training of a number of young people to enable them to be part time employed and trained on the job; and part time to study in TAFE. Preference is given to people who have not successfully completed Year 12. The total leads to the award of a Certificate of Vocational Studies. They are of twelve months duration.

Degrees

A course study, usually of 3 or 4 years full time study, completed after VCE, at a college or university.