SENIOR YEARS HANDBOOK 2022

CRANBOURNE

SECONDARY COLLEGE

Principal's Perspective

Dear Students, Parents and Families,

Welcome to our Senior School Subject Handbook for 2022. Our College takes pride in its commitment to support every student of our College in their pursuit of a pathway that meets their career and learning aspirations.

Our Senior program is highly diverse and offers students the opportunity to complete either the VCE (Victorian Certificate of Education) or the VCAL (Certificate of Applied Learning).

Another area that is particularly relevant for many students is VET (Vocational Education & Training). The College has a range of high quality certificates and experiences available to students. A VET certificate must be included in Intermediate and Senior VCAL and can also be included as part of a VCE program. VET certificates can also contribute to VCE student study scores and the Australian Tertiary Admissions Rank (ATAR).

The correct combination of these certificates enables students to proceed with success and confidence to further education and training, including University, TAFE, apprenticeships, traineeships and employment.

We encourage and support students to discover and follow their interests, passions and abilities when considering certificates and subjects in the senior years.

The choices students make at this stage of their life play an important role in fostering a sense of success, achievement and confidence as they begin to more deeply consider life beyond secondary school.

This publication is intended to assist students, parents and families in making choices that will provide opportunities for academic success as well as social and emotional growth.

Through the junior years of secondary school the College has provided our students with support, guidance and learning experiences to help them make informed decisions about their passions and interests and how these can come alive as part of subject and certificate selections.

In order to make the most of the senior years of education it is imperative that students continually work on building on their skills and abilities and actively engage in the mindset and practice of questioning, discovering and embracing opportunities that school and the broader community has to offer.

With this in mind it is also important to remember that the successful completion of secondary schooling is not the end of the learning and education, it signals the next step in life and our aim is for students to approach this next step with a sense of pride in their achievements, confidence in their abilities, a high level of respect for themselves and others, along with an optimistic outlook on learning and life.

Our College takes great pride in its commitment to support and meet the learning needs of all students and has a strong history of producing excellent outcomes for students.

I look forward to celebrating academic and personal success with you all in the coming years.

David Caughey
College Principal

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Introduction

This handbook contains information about the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) for students enrolled at Cranbourne Secondary College.

Cranbourne Secondary College also offers a comprehensive range of Vocational Education and Training (VET) units from within the Cranbourne VET group of schools and the SELLEN and Chisholm VET cluster.

This handbook should be used by students to help them plan their pathway through the senior school by selecting a program and subjects that lead to their intended career and post school destination.

In selecting their senior years program, students will be provided with extensive counselling from within the school to assist them in making these important decisions.

Senior School Highlights

- Two year course of study
- Structured Workplace Learning in VCAL
- Opportunities to participate in careers education and counselling
- Extra curricula opportunities in sport, student leadership and our school production

What do does the student want to be?

When considering the final years of school, students are faced with the decision of what pathway they wish to take in order to achieve their future goals. For some people, this is an exciting moment – others may feel a bit confused. It's important to note that the process of career decision making is constant – students will always be facing questions about where they want to go and what is next.

The best advice about how to handle this is to be prepared. Research thoroughly so that students make sure that the choices they make now don't exclude them from future opportunities.

Some things to consider

What possible career or job directions do students wish to follow? Why are they considering these? Are they a "good fit" for the student? Is it realistic that they will be able to achieve this goal? What experiences and understandings are they basing these decisions on?

Are students able to access this field via a VCAL Pathway? Or via a VCE Pathway? How can VET contribute? In many cases, both programs can direct students to a similar career, with both Vocational Education (TAFE) and Higher Education (University) pathways into many industries.

In which program are students most likely to achieve success? What suits students and their learning needs the best?

Are there prerequisites to enter tertiary courses at University? Are there certain entry requirements needed by TAFE programs?

Make sure they understand the requirements of subjects and certificates so they can make an informed choice.

Making student choices

It is important to research deeply and think carefully about student choices. Students are making a decision about their program for the next two years. Students will only be able to make changes to their subjects or programs in exceptional circumstances, after consulting with their Sub School Leaders, Coordinators and the Pathways Team.

Make sure that student's choices keep their options open wherever possible. Make sure that they know about prerequisites and other matters that might affect their ability to move into a course in the future (eg fees, location of courses, personal requirements). Make sure they understand the maturity and commitment required for success.

Students should read about all the programs on offer, and reflect upon their suitability for them.

Read subject descriptions carefully, and talk to the teachers of those subjects for specific information about those subjects.

Consult career development resources (websites, handbooks etc) and speak with the Careers Team to ask questions relating to your plans.

Be actively involved in the careers and pathways information programs offered at the College.

Is the student ready for the Senior School?

As students prepare to choose Year 11 and 12 certificates and subjects they need to have some open and honest reflection and conversations on their abilities and reasons for undertaking the course they are choosing.

Students have a range of data to help them make this decision.

Career Research/Career Action Plan – students should have taken the opportunity to deeply investigate at least two possible career pathways. Students should already know what Senior School program (VCE or VCAL) leads to their destination, and what prerequisite subjects are needed (if any) to access the further study of their course. If students are still not sure, there are many resources they can use to help them with this. Please see the Careers staff as soon as possible – before your Course Counselling appointment!

Student attendance data – students who succeed in the Senior School have a 90%+ attendance rate. Students can't learn the content or practise the skills of their subject if they are frequently absent. This might need to be a pattern students can change now, before starting in the Senior School.

Student CAT data and On Demand Testing data – overall, does student data show that they are "at" or "above" the required level? Think about what this means for their ability to handle the content in the subjects they choose, especially if they are showing "emerging" or "working towards". ALL VCE classes have theory; they involve dedicated study and are assessed by SACs and external exams. VCAL classes also require students to complete activities that involve research and written responses. What can students do now to make the improvements that might be needed to boost their CAT results in preparation for senior studies?

Learning Task submissions – have students made sure that work is completed and submitted on time? Do students have a study timetable and/or do they use their diary to help them organise the work that they have due? It's time to put these strategies into place. Programs in the Senior School will require students to be able to manage their time. Students might have several things due at the one time – students have to be able to plan how they will deal with this situation.

Maths and Science recommendations – some subjects require students to have achieved a certain standard in order to choose them for their Senior School. This might have implications for the courses students are able to access once they have finished Year 12. Students should talk to their teachers, especially for Maths and Science.

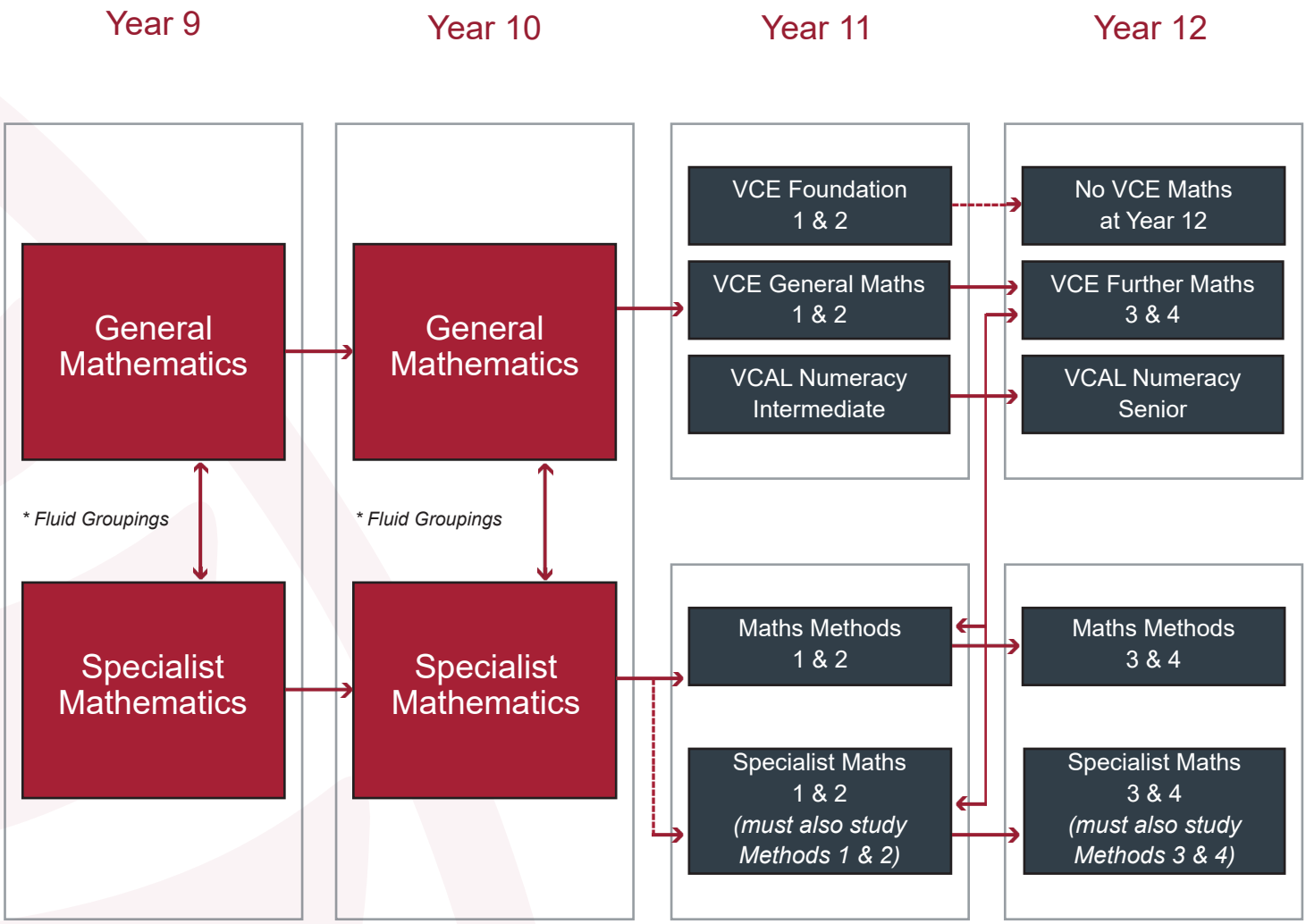
Work Habits – Most recent progress reports will tell students about the way they approach their work. Do students work consistently and seek help when needed? Or is student work in need of improvement, but they rarely seek help? Only students can make the effort to change the way they engage in class. Think about what that means for student work in the Senior School – are students going to be the person who takes an active role in their own learning, and sort out issues before they become problems? Or are they the person who lets it snowball and hopes it will all just go away? If students don't manage their learning, they might be setting themselves up for a needlessly difficult experience.

The Course Counsellor will have access to all of this data and will use it to question and challenge students and their decision making. Students should be able to reflect on themselves as a learner and make their course decisions from an informed position, so that they can achieve their best in whichever program they choose.

Key Concepts and Vocabulary

Prerequisite	Prerequisites are requirements that must be met. E.g. a prerequisite of biology means that a student who has not studied that will not be considered for that course. Prerequisite knowledge and skills highlight aspects of the training or work undertaken e.g. if you don't like Maths then an engineering or electrical apprenticeship may not be the best choice for you
Recommended	Sometimes this term implies that the knowledge and skills make up part of the skills and knowledge required in the field but not core to the area. Students who undertake this type of study and enjoy those subjects are more likely to engage with further study or work in this field. E.g. VET Hospitality would be beneficial if you want to study commercial cookery and become a chef or geography is beneficial for a student who might be interested in land preservation and use.
Ability	Talents or skills that an individual possesses or requires
Interests	The feeling of wanting to know or learn about something or someone
Future Intentions	The plans one makes or intends to action into the future. Could include the type of work or personal choices that are important to the student.

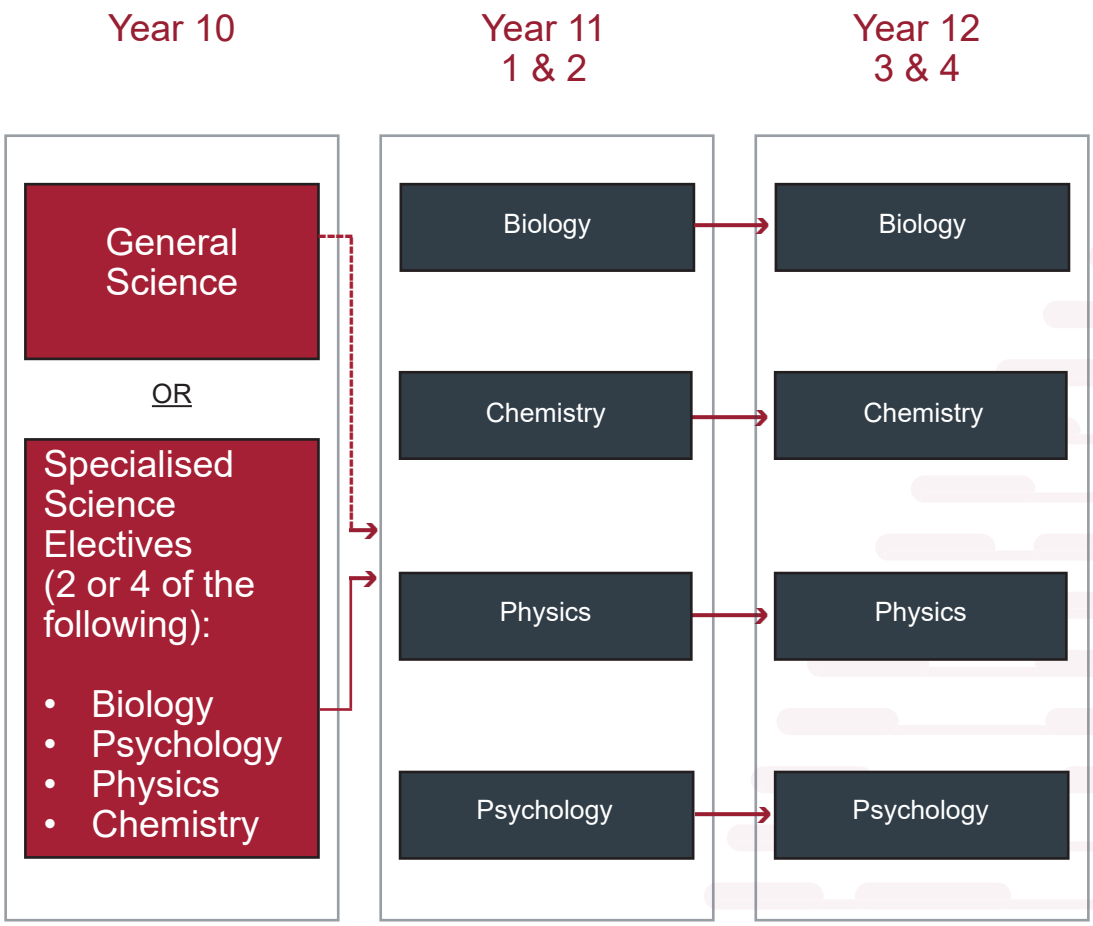
Mathematics Pathways Chart



The above represents the standard College Mathematics pathway map. Variations to this involve the use of a variety of evidence sources, including student assessment results, classroom teacher input and parent student conferences.

* Fluid groupings at Year 9 and 10 ensure students have the ability to move between classes based on academic data

Science Pathways Chart



The above represents the standard College Science pathway map. Variations to this involve the use of a variety of evidence sources, including student assessment results, classroom teacher input and parent student conferences.

WANT TO COMBINE SCHOOL AND EMPLOYMENT?

THEN LOOK AT

HEADSTART

APPRENTICESHIPS AND TRAINEESHIPS

These programs allow students to combine school with a supported apprenticeship or traineeship.

You will

- Work with the Head Start Coordinator to identify an appropriate employer
- Commence or complete a Certificate III in your chosen field
- Access literacy and numeracy assessment and ongoing support
- Begin as a part time school based apprentice
- Transition into full time employment on completion of your secondary schooling

Contact your local Head Start Coordinator or

head.startOuterSE@education.vic.gov.au

HEADSTART
APPRENTICESHIPS AND TRAINEESHIPS

AN APPLIED VOCATIONAL PATHWAY, COMBINING YEAR 12 COMPLETION & EMPLOYMENT

You will

- work between 2-3 days per week
- potentially work during weekends, after school and school holidays
- become an employee of the business
- complete training either on the job, or at TAFE

Industry opportunities include

- Building and Construction -carpentry, electrical plumbing, tiling, walls and ceilings etc.
- Manufacturing - engineering fabrication
- Business
- Health and Childcare
- IT
- Hairdressing
- Automotive - heavy and light, auto electrical
- Marine Technology and so many more options

Act now by contacting your local Head Start Coordinator or head.start.outerSE@education.vic.gov.au

SENIOR SCHOOL PATHWAY VCAL

What is the VCAL?

VCAL is an accredited senior secondary school qualification undertaken in Years 11 and 12. VCAL stands for Victorian Certificate of Applied Learning. Applied Learning is based on students undertaking more 'real world' experiences to guide their skill and knowledge development.

Applied learning is an approach that emphasises the relevance of what is being learnt to the 'real world' outside the classroom, and makes that connection as immediate and transparent as possible.

Students focus on learning and applying the skills and knowledge they need to solve a problem, implement a project or participate in the workforce, rather than learning an academic body of knowledge. As a result of this, applied learning will involve students and their teachers in partnerships and connections with organisations and individuals outside school. These partnerships provide the necessary out-of-school context for students to demonstrate the relevance of what they have learnt.

Of equal importance, applied learning is concerned with nurturing and working with a student to take into account their personal strengths, interests, goals and previous experiences. Working with the whole person involves valuing skills and knowledge that may not normally be the focus of more traditional school curricula. It also means taking into account differences in preferred learning styles and ways of learning.

Finally, applied learning also acknowledges that part of the transition from school to work is being treated as an adult, and that moving students out of the classroom to learn also means helping them to make a shift to become more independent and responsible for their own learning.

If a student chooses to do VCAL, they will gain practical experience and 'employability' skills, as well as the skills they will need to go onto further training in the workplace or at a TAFE. Students who do VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.

What does a VCAL program look like?

The VCAL's flexibility enables students to design a study program that suits their interests and learning needs.

- Students study Intermediate VCAL in Year 11 & Senior VCAL in Year 12.
- Students do their VET program on one of the days that they are not required to attend classes at school. Their VET program may take place at our school, a neighbouring school, or at a TAFE or other provider. Students will need to show independence and reliability in order to be able to get themselves to and from their VET training venue.
- Students are required to undertake Structured Workplace Learning (SWL). They attend their structured workplace learning placement on the other day that they are not required to attend classes at school. Ideally, this work placement should be in the same field as their VET course.
- Students are encouraged to explore widely when seeking a work placement. Being able to organise and attend placement is a key work readiness skill. Employers are looking for enthusiasm, reliability and perseverance
- Students who do not obtain a structured work placement will be required to undertake another VET subject or additional work related skills classes to support them to find an SWL placement.

Subjects studied in Intermediate and Senior VCAL include:

CORE

- Literacy
- Numeracy
- Work Related Skills
- Industry Specific Skills (VET)
- Personal Development Skills
- Optional - Technology elective (Art and Design, Food Studies, Product Design – Wood)

What is Structured Workplace Learning?

As a part of the VCAL Intermediate and Senior program students are required to undertake a minimun of 20 days of Structured Workplace Learning (SWL) each year. This is generally recognised as a one day per week commitment. This is a compulsory part of the program. Students can gain a credit towards their VCAL when they complete the SWL unit and reflection. Students without an SWL are less likely to experience the full benefits of VCAL.

Structured Workplace Learning (SWL) involves a student choosing an industry placement aligned with their VET program, which can give them experience and an understanding of work and career opportunities within that industry.

The student generally observes various aspects of the work within the industry and is given relevant tasks to complete under supervision. Therefore, SWL provides an opportunity for students to apply what they have learnt in their VET program to the real-world work context and develop their employability skills.

It is also an excellent opportunity to secure opportunities beyond secondary school.

Assessment and Reporting in VCAL

The award of satisfactory achievement for a VCAL unit is based on a decision that the student has achieved the learning outcomes specified for the unit. Students should be observed to demonstrate competence on more than one occasion and in different contexts to make sure that the assessment is as consistent, reliable, fair and equitable as possible.

To be awarded a satisfactory ‘S’ result students must demonstrate successful completion of all learning outcomes in the unit. Successful completion may be demonstrated during one integrated assessment activity or may be spread over a number of different activities.

A student is awarded a certificate when they gain credits for 10 units that fulfil the minimum requirements for their learning program. A credit is gained for successful completion of a unit of study.

Students need to achieve a satisfactory result in all areas of the core subjects to be eligible for an overall certificate.

Where to after VCAL?

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

If a student is considering entering university straight from school, VCAL is not the best choice. A VCAL certificate can provide students with access to a Vocational qualification (Certificate level) in the TAFE setting. This could then lead to further study in the TAFE setting for example at Diploma level. Increasingly, TAFEs are partnering with universities to allow students to move from the Diploma level at TAFE to a Bachelor degree at University. In this way, students who have undertaken VCAL are sometimes able to access University. However, please be aware that this is not guaranteed and not available in all career fields, and it will add to the time required to undertake the full course of study.

Who should study a VCAL program?

- Students who are seeking to transition into employment, a trade or TAFE after completing school.
- Students who are seeking access to a university degree but wish to obtain a vocational qualification to be able to work in their chosen career field and then pathway into university with greater certainty that they have chosen the career field for them.
- Students who learn through experience, group work and the application of interpersonal and organisational skills to real world learning opportunities.
- Students who want to gain more than one accredited Victorian senior school qualification, eg., Intermediate VCAL Certificate, Senior VCAL Certificate, VET Certificate.
- Students who relish the opportunity to participate in group projects.
- Students who are prepared to seek and undertake Structured Workplace Learning, and to develop their employability skills.
- Students with sound organisation and time management skills.
- Students who are prepared to work with their teachers both in and outside of the classroom.
- Students who will achieve success in practical work-related experience and a qualification that will be recognised by TAFE institutes and employers.

Specific Advice for Students

Current Year 10 Students Transitioning into Intermediate VCAL (Year 11)

All VCAL students are required to show a level of maturity, responsibility and independence when dealing with their course at school and as part of the broader community including TAFE and in the workplace.

Students must be prepared to participate in and meet the outcomes for all the VCAL Units in order to gain their VCAL certificate.

All VCAL students study Literacy, Numeracy, Personal Development Skills, Work Related Skills and a VET certificate. This includes theory and project work in class, as well as practical learning activities, excursions, camps etc.

Choosing a VET course

VET courses are grouped into the “Cranbourne Cluster” and the “Chisholm” and “SELLEN” VET programs. The main difference between these two groups is the days and the locations at which they are run. VCE students have access to the Cranbourne Cluster VET courses as they run at school during the regular timetable. Chisholm and SELLEN VET program courses are run at TAFEs and other venues around the district, and usually run on a Wednesday or Friday. The flexibility of VCAL students’ timetables means they can access these courses.

There is a very wide range of VET courses on offer, but these are not finalised until enrolments have been taken from schools all across the district. Therefore we provide an indicative list of courses, and our VET Coordinator will stay in touch with students to discuss any issues which might arise with their course. Students will note that the same course might be offered by several different organisations. Students should consider this carefully when choosing their course – investigate when the course is offered (morning, afternoon or evening), its location and cost.

If a student has already commenced a VET course in Year 10, it is expected that they would move into the second year of the course in Year 11. Please speak with the VET Coordinator if students have questions in relation to this.

Please note that the VET TASTER course which some students might have undertaken in Year 10 does not have a second year. Instead, students could choose to take one of the VET courses they have already “tasted”, or something else entirely.

HeadStart Apprenticeships

If studes are choosing the VCAL program and they plan to stay at school to complete Year 12, they might wish to consider the HeadStart Apprenticeship program. The program aims to match students with an employer who will take them on as an apprentice. Students begin their apprenticeship and complete their senior school studies at the same time (being paid as an apprentice while also studying). Students will continue the apprenticeship once they have finished Year 12, but by this time may have already completed one or two years of their apprenticeship training.

Please refer to the HeadStart Apprenticeships insert, and contact Leader of Learning - Pathways to discuss this in more detail.

Current Intermediate VCAL (Year 11) Students Transitioning into Senior VCAL (Year 12)

A student's choice is mostly to do with confirming their current pathway.

All Senior VCAL students study Literacy, Numeracy, Personal Development Skills, Work Related Skills and a VET certificate.

In most cases, students will continue the VET program they have already started. In some instances, students might wish to change courses. Students have committed to complete the whole two year program (most VET programs are a two year study). In some circumstances, students may change their VET program. Any VET program changes need to be discussed with our VET Coordinator.

Students who complete their two year VET program at the end of 2021 will need to consult the VET Coordinator about picking up another VET course. This could be a one Year VET program or perhaps the first year of a different VET program. Students are also advised to read the information about the HeadStart Apprenticeship program, as it might be possible to sign up to this program and make a "head start" on an apprenticeship in your area of interest.

Changing from VCE Year 11 to Senior VCAL in 2022

If students wish to move into the Senior VCAL program in 2022, they will need to complete and submit a Senior VCAL course application form at Course Counselling. Students will need to select a VET course if they are not already studying VET.

To transfer into Senior VCAL, students will need to have successfully completed Year 11 VCE, and especially English and Maths. If students have not successfully completed Year 11 VCE, they can still choose to transfer to VCAL but would expect to enter at Intermediate level.

Students are advised to discuss the possibility of transferring from VCE to VCAL with the leaders of both Sub Schools.

Students looking to move from Year 11 VCE to VCAL without successful results in a VET subject during Year 11 are at greater risk of not completing senior VCAL.

VCAL Literacy

Course Overview

Study in Literacy is designed to:

- Develop knowledge, skills and understanding relevant to reading, writing and oral communication in the social contexts of family, employment, further learning and community
- Provide pathways to further study (TAFE/Vocational Education) and work.

Outcomes for Year 11 Intermediate VCAL Literacy

WRITING AND READING

1. Writing for Self-expression - Write a recount, narrative or expressive text.
2. Writing for Practical Purposes - Write an instructional or transactional text.
3. Writing for Knowledge - Write a report or explanatory text.
4. Writing for Public Debate - Write an argumentative or discursive text.
5. Reading for Self-expression - Demonstrate that meaning has been gained from reading a narrative, recount or expressive text.
6. Reading for Practical Purposes - Demonstrate that meaning has been gained from reading an instructional or transactional text.
7. Reading for Knowledge - Demonstrate that meaning has been gained from reading a report, explanatory or informative text.
8. Reading for Public Debate - Demonstrate that meaning has been gained from reading an argumentative or discursive text.

ORACY

1. Oracy for Self Expression – Use and respond to language to communicate to others, story and life experience.
2. Oracy for Knowledge - Use and respond to spoken language in informative talks.
3. Oracy for Practical Purposes - Use and respond to spoken language in instructions and transactions.
4. Oracy for Exploring Issues and Problem Solving - Use and respond to spoken language in discussions to explore issues or solve problems.

Outcomes for Year 12 Senior VCAL Literacy

WRITING AND READING

1. Writing for Self-expression - Write a complex recount, narrative or expressive text.
2. Writing for Practical Purposes - Write a complex instructional or transactional text.
3. Writing for Knowledge - Write a complex report or explanatory text.
4. Writing for Public Debate - Write a complex argumentative or discursive text.
5. Reading for Self-expression - Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text.
6. Reading for Practical Purposes - Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text.
7. Reading for Knowledge - Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory or informative text.
8. Reading for Public Debate - Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text.

ORACY

1. Oracy for Self Expression – Use and respond to language to effectively communicate to others, story and life experience, in different contexts.
2. Oracy for Knowledge - Use and respond to spoken language in sustained informative presentations in different contexts.
3. Oracy for Practical Purposes - Use and respond to spoken language in sustained and complex transactions in different contexts.
4. Oracy for Exploring Issues and Problem Solving Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving in different contexts.

VCAL Numeracy

Course Overview

Study in Numeracy is designed to:

- Develop knowledge, skills and understanding relevant to the practical application of numeracy in the contexts of home, work and the community
- Provide pathways to further study (TAFE/Vocational Education) and work.

Outcomes for Year 11
Intermediate VCAL Numeracy

1. **Numeracy for Practical Purposes** – Design.
   Can interpret and use the knowledge and conventions of common shapes and their representation for describing, designing or representing real life objects.
2. **Numeracy for Practical Purposes** – Measuring.
   Can use straightforward measurement and the metric system to estimate and measure for the purpose of interpreting, making or purchasing materials in familiar practical situations.
3. **Numeracy for Personal Organisation** – Money and Time.
   Can use and interpret whole numbers (including large numbers), simple fractions, decimals and percentages to make decisions about money and time in familiar situations.
4. **Numeracy for Personal Organisation** – Location.
   Can interpret and use everyday language and symbols of location and direction to give and follow oral and written directions.
5. **Numeracy for Interpreting Society** – Data.
   Can use and create everyday tables and graphs to represent and interpret public information that is of interest or relevance.
6. **Numeracy for Interpreting Society** – Numerical Information.
   Can identify and translate everyday numerical concepts to interpret public information, which is in texts of interest or relevance.

Outcomes for Year 12
Senior VCAL Numeracy

1. **Numeracy for Practical Purposes** – Design.
   Can translate between 2-dimensional and 3-dimensional real life objects and their diagrammatic representations for the purposes of measurement, design, and interpretation.
2. **Numeracy for Practical Purposes** – Measuring.
   Can use measurements, the metric system and simple measurement formulae for the purpose of interpreting, making or purchasing materials in practical situations.
3. **Numeracy for Personal Organisation** – Location.
   Can use the conventions of distance, location and direction to read, create and use maps.
4. **Numeracy for Interpreting Society** – Data.
   Can create, use and interpret tables and graphs, and calculate and use averages, in order to reflect on information of relevance to self, work or community.
5. **Numeracy for Interpreting Society** – Numerical Information.
   Can use, and calculate with, fractions, percentages, decimals, rates and large numbers, to reflect on aspects of personal, work or community life.
6. **Numeracy for Knowledge** – Further Study in Maths (formulae).
   Can develop and use simple formulae to describe and represent relationships between variables in real life contexts.
7. **Numeracy for Knowledge** – Further Study in Maths (problem solving).
   Can use simple mathematical problem solving techniques to interpret and solve straightforward mathematical problems.

VCAL Personal Development Skills (PDS)

Course Overview

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

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

Outcomes for Year 11 Intermediate VCAL Personal Development Skills

1. Plan, organise and carry out a complex activity or project.
2. Demonstrate knowledge and skills in the context of a complex activity or project
3. Demonstrate self-management skills for goal achievement in the context of a complex activity or project.
4. Demonstrate interpersonal skills to communicate ideas and information.
5. Demonstrate leadership skills and responsibilities.

Outcomes for Year 12 Senior VCAL Personal Development Skills

1. Plan, organise and carry out a complex, self-directed project.
2. Evaluate the impact of environmental, cultural or social issues in a complex, self-directed project.
3. Implement decision-making skills in a complex, self-directed project
4. Apply strategies to improve communication in a complex, self-directed project.
5. Demonstrate leadership skills for group work and teamwork in a complex self-directed project

VCAL Work Related Skills (WRS)

Course Overview

The Work Related Skills units are designed to:

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

Outcomes for Year 11 Intermediate VCAL Work Related Skills

1. Research and describe OHS roles and responsibilities of the relevant personnel in a selected work environment.
2. Identify and apply complex OHS procedures in a selected workplace.
3. Work in a team to plan and undertake a complex OHS activity.
4. Research and present findings on employment opportunities and conditions in a selected workplace.
5. Prepare an application for an employment opportunity

Outcomes for Year 12 Senior VCAL Work Related Skills

1. Communicate ideas and information about a range of complex OHS requirements in a selected work environment.
2. Conduct a risk assessment of potential hazards within a selected workplace.
3. Undertake a self-directed, complex OHS project
4. Research, analyse and present findings on employment opportunities and conditions in a selected industry.
5. Prepare and critically analyse an application for an employment opportunity.

Intermediate and Senior VCAL Elective Subjects

Intermediate and Senior VCAL students must rank these electives in order of preference on their course application form.

Students can select to progress into the same elective as they completed in Intermediate VCAL (into Senior VCAL) or select a different elective as part of their Senior VCAL application.

VCAL Food Studies

This unit focuses on safe and hygienic food handling and storage. Students learn about the properties of the foods used, and the way in which these properties influence food preparation, storage and presentation. Students will build on these skills if they continue with Food Studies in Year 12.

Outcomes

- Keeping food safe - explain and apply safe and hygienic storage and work practices when handling food in order to maximise quality
- Food properties and presentation – analyse the physical, sensory, chemical and functional properties of key foods and prepare foods to optimise these properties

VCAL Product Design and Technology - Wood

This unit focuses on the process of product design. It looks at the role of the designer and the factors that influence design. Students learn about techniques to make products. Students will build on these skills if they continue with Wood in Year 12.

Outcomes

- Analyse, modify and improve a product design
- Listen and respond to a design scenario and show understanding of design elements and principles
- Research existing and possible design solutions, and develop criteria for design
- Build the re-designed product, and evaluate the finished product.

Intermediate VCAL Art and Design

Art and design examines the way visual language can be used to convey ideas. Art and design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Students explore a wide range of different materials and techniques which are developed through a folio of artworks.

Outcomes

- Complete a series of drawings using a range of perspective systems and rendering techniques, depicting the direction of light, shade and shadow and for representing surfaces, materials, texture and form
- Explore and apply design elements and principles to satisfy a stated purpose, while using a range of techniques

Senior VCAL Art and Design

Senior Art and Design encompasses elements from both Visual Communication Design and Art. This means that students have the opportunity to work to a design process and complete major art projects during the year. They also have the option to focus on either discipline for the duration of the year.

In Visual Communication Design, students work to a design brief, completing each stage of the design process, including; research, idea generation, idea development and final presentation. Some examples of this could be a logo design, retail space or product design.

In Art, students are exposed to a wide range of different material and techniques. A creative process is followed which eventuates in at least 2 Major Artworks. This could include drawing, painting or mixed media.

Students will then exhibit their best work in the Senior Arts Festival.

Outcomes

- Perspective Drawing
- Design Process
- Mixed Media Artwork

SENIOR SCHOOL PATHWAY

VCE

What is the VCE?

This handbook provides information to assist students in planning their pathway through the VCE. We encourage students to read the handbook carefully and use it to ask questions about the subjects in which they have an interest.

The Victorian Certificate of Education (VCE) is a recognised course of study that provides pathways for students into employment, TAFE, and tertiary institutions. Students are assessed and ranked, and it is this Australian Tertiary Admission Ranking (ATAR) that is required for university entrance.

To obtain a VCE, students must satisfactorily complete at least 16 units of study including:

- Three units from the English curriculum area with at least one Unit 3 & 4 sequence.
- Three sequences of Unit 3 & 4 (or VET equivalent) other than English.

Who should do the VCE?

- Students who are seeking a university pathway should do their VCE.
- Students who have a proven track record in their English studies.
- Students who work well independently
- Students who can complete the minimum number of hours of homework per night, ie 3 hours in VCE Year 12. *NB. Students aiming for a high ATAR will study for 4-5 hours, as a minimum, per day, in addition to the extra time they devote to their studies on the weekend.*
- Students who are well equipped to devote the time and energy to the production of sustained written responses to prompts in all subjects.
- Students who passionately conceptualise and produce folios reflecting their creativity.
- Students who are prepared to challenge themselves and are able to comprehend abstract concepts.
- Students who achieve satisfactory results in tests and exams and have demonstrated the capacity to prepare for their exams.
- Students with excellent organisation and time management skills.
- Students who are prepared to work intensively with their teachers both inside and outside of class time.
- Students who are prepared to devote a significant amount of time to their studies over school holiday periods and attend holiday classes if and when required.

VCE Assessment

Outcomes

Every unit has learning outcomes that are obtained through a set of varied activities directly related to the areas of study. The classroom teacher (using a range of assessment methods) is responsible for assessing outcomes.

- Units 1 & 2 in the VCE are graded differently from Units 3 & 4.
- Students completing a Unit 1 & 2 subject will receive an overall mark of S (Satisfactory) or N (Not Satisfactory) for every unit they undertake.
- For Unit 3 & 4 students' work is graded on a scale from A+ to E. These marks are used with students' external exam results to calculate a study score, which is used to determine their Australian Tertiary Admissions Rank (ATAR).
- Each unit of the VCE study has a number of learning outcomes that are assessed by tasks that are common to all students.
- An N for any one of these gives the student an N for the unit. It is from the study's outcomes that satisfactory (S) or not satisfactory (N) completion of a unit is determined.

Graded Assessment Tasks

For students undertaking Units 1 & 2, there will be graded tasks in each unit. Students will also be required to sit a school based examination at the end of each unit.

For students undertaking Units 3 & 4, there will be School Assessed Coursework (SAC), School Assessed Tasks (SAT) and/or Externally Assessed Tasks for each unit. In each unit there will be a combination of school assessed work and examinations that are assessed directly by the VCAA.

Grades will be awarded on the scale A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA. All marks and grades awarded by the school are conditional and may change as a result of statistical moderation conducted by the VCAA.

Calculating the ATAR

ATAR stands for Australian Tertiary Admissions Rank, so it is a rank – not a score. It is represented as a number between 0 and 99.95 in intervals of 0.05, with 99.95 being the highest rank.

Because the ATAR is a rank, there is no pass or fail ATAR. **Everyone who receives an ATAR has successfully passed the VCE**. The ATAR simply demonstrates each student's achievement in relation to all other students in the Year 12 age group. Someone receiving an ATAR of 55, for example, has performed better than 55 per cent of the Year 12 age group that year.

An ATAR aggregate is calculated by adding:

- the scaled study score in any one of the English studies, plus
- the scaled study scores of the student's next best three permissible studies, plus
- 10 per cent of the scaled study score for a fifth study (where available), plus
- 10 per cent of the scaled study score for a sixth study (where available).
- The aggregate will be converted into a ranking of between 0 and 99.95 (the ATAR).

For more information on ATAR and Scaled Study Scores, please refer to the following official publications:

http://www.vtac.edu.au/results-offers/atar-explained.html

http://www.vtac.edu.au/results-offers/atar-explained/scaling.html

Specific Advice for You

Current Year 10 Students Transitioning into a VCE Year 11

Current Year 10 students wishing to enrol in a VCE program must choose 6 VCE Unit 1 & 2 subjects. Students can also select a VCE-VET (Cranbourne VET) to include into their program. A VCE-VET (Cranbourne VET) can be selected in place of one Unit 1 & 2 subject. VCE-VET subjects contribute towards the ATAR.

Students are planning a two year study program. The majority of students will study 6 subjects in VCE Year 11. In VCE Year 12 students complete 5 subjects.

Students need to include prerequisites for any university or TAFE courses that they intend to pursue. Students should visit the VTAC website to complete research into course prerequisites. www.vtac.edu.au

Maths is not a compulsory subject but it is highly recommended for students who are unsure about their career pathway. Please refer to the Maths Pathways chart on page 8.

Year 11 VCE students can choose a Cranbourne VET program (NOT a SELLEN VET) as one of their subjects. Upon successful completion of a Cranbourne VET program a student will receive the nationwide Certificate level qualification for that program. Some VET subjects (VCE-VET) can be calculated as part of the final ATAR score. For more about VET studies, please refer to the VET section in this handbook or speak to our VET Coordinator.

Some VCE students might have a slightly unusual program – for example, if a student is enrolled in an external language study, or they are completing additional units or they are completing a course over three years. *If this is your situation, you need to speak directly to the Head of VCE to discuss the implications of this for your subject selection.

Current VCE Year 11 Students Transitioning into Year 12

A student's choice is mostly to do with confirming the pathway they are currently on.

Year 12 students choose five subjects including English or EAL. Most students will have to decide which subject they will drop from their VCE Year 11 study program.

Students cannot pick up a VCE-VET program in VCE Year 12. They can do a VET subject if they move into the Senior VCAL program.

In some cases, students will need to make changes. In this case, please note that some subjects cannot be studied at Unit 3 & 4 level unless a student has completed the Unit 1 & 2 sequence in the same subject. Please see the **2022 VCE Subject List** for further information.

Changing to Senior VCAL for 2022

If a student wishes to move into the Senior VCAL program in 2022, they will need to complete and submit a Senior VCAL course application form at course counselling.

It is recommended that students who wish to move into the VCAL program submit an application form at course counselling and do not delay their decision as senior VCAL classes fill very quickly.

2022 VCE Subject List

Notes:

All students must complete English (or EAL if applicable) as a compulsory subject in both Year 11 and Year 12.

EAL students are also encouraged to choose Bridging EAL as an additional subject at Units 1 & 2, as this is designed to support EAL students to develop their language skills and confidence.

In Year 11, students choose six Unit 1 & 2 Sequences (this could include a VET subject)

In Year 12, it is expected that students would drop one of these subjects, to complete five Unit 3 & 4 sequences.

- Accounting
- Applied Computing
- Applied Computing - Data Analytics
- Applied Computing – Software Development
- Art
- Biology
- Bridging English As An Additional Language (EAL)
- Business Management
- Chemistry
- English
- English As An Additional Language (EAL)
- Food Studies
- Geography
- Health And Human Development
- History – 20th Century History
- History – Revolutions
- Legal Studies
- Literature
- Mathematics – General Mathematics
- Mathematics – Further Mathematics
- Mathematics – Mathematical Methods
- Mathematics – Specialist Mathematics
- Media Studies
- Music Performance
- Physical Education
- Physics
- Psychology
- Sociology
- Studio Arts
- Visual Communication Design
- Certificate II in Automotive
- Certificate II in Building and Construction
- Certificate II in Dance
- Certificate II in Engineering Studies
- Certificate II in Furniture Making
- Certificate III in Information, Digital Media and Technology
- Certificate III in Kitchen Operations
- Certificate III in Sport and Recreation

Accounting

Students interested in crunching numbers, analysing statistics and solving financial problems for businesses. Accounting plays an integral role in the successful operation and management of businesses.

Possible future career pathways: https://myfuture.edu.au/bullseyes/details?id=4#/

Units 1 & 2

What students do:

- Collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT)
- select and use accounting reports and other information to discuss the success or otherwise of a business
- Apply critical thinking skills to a range of business situations to provide alternative outcomes and accounting advice to business owners

What students learn
(skills, knowledge and understandings):

Unit 1: Role of accounting in business
Unit 2: Accounting and decision-making for a trading business

- Investigate the reasons for establishing a business; describe the resources required to establish and operate a business
- Explore types of business ownership, factors that lead to the success or failure of a business, sources of business finance and ethical considerations
- Explore the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business

What students will be assessed on:

- SACs: Small Business assignment, topic tests, ICT enrichment tasks using Microsoft Excel; Exam

Units 3 & 4

What students do:

- Collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT)
- Use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording
- Analyse and interpret accounting reports and graphical representations to evaluate the performance of a business

What students learn
(skills, knowledge and understandings):

Unit 3: Financial accounting for a trading business
Unit 4: Recording, reporting, budgeting and decision-making

- Investigate both the role and importance of budgeting in decision-making for a business
- Explore the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business
- Apply critical thinking skills to a range of business situations to provide alternative outcomes and accounting advice to business owners

What students will be assessed on:

- SACs:, exam style topic tests and extended tasks, ICT enrichment tasks and external exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2022 Booklist

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/accounting/2019AccountingSD.pdf

Note: VCE Year 11 Students can pick up this subject in Year 12 ONLY after discussion with the current subject teacher

Applied Computing

Students interested in the way in which we use information, data and digital systems and its impact on the world. Discover how information, data and digital systems can be used to solve problems, and to meet the current and future needs of individuals, organisations and society.

Note: Units 1 & 2 subject Applied Computing is followed by Units 3 & 4 Data Analytics and/or Units 3 & 4 Software Development

Possible future career pathways: https://myfuture.edu.au/bullseyes/details?id=7#/

Units 1 & 2

What students do:

- Create a digital solution that graphically presents data to illustrate the findings of an investigation
- Design a network solution that meets an identified need or opportunity in relation to the security of data used in wireless and mobile networks
- Apply knowledge of information architecture and user interfaces, together with web authoring skills, to create a website which presents different viewpoints on a contemporary issue
- Create a solution using database management software
- Use problem-solving methodology as well as computational, design and systems thinking skills

What students learn (skills, knowledge and understandings):

- Digital systems – the functions and technological underpinnings of hardware, software, networks and the internet
- Data and information – understand the way in which data is acquired, structured, represented and interpreted to extract meaning and produce information; manipulate data to create visualisations that are clear, usable and attractive, and reduce the complexity of data
- Problem solving – create solutions, and present findings in response to a problem, need or opportunity
- Interaction and impact – how digital systems are used for interaction, to communicate and collaborate, and the implications of these for individuals, organisations and society, including privacy, ownership of data and personal security

What students will be assessed on:

- Create a solution in response to a need, visual presentations, use of digital systems and techniques, oral presentation, written reports

Data Analytics

Units 3 & 4

What students do:

- Apply problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software
- Create data visualisations or infographics, using appropriate software tools including database, spreadsheet and data visualisation software to present findings
- Propose a research question, prepare a project plan, collect and analyse data, design infographics or dynamic data visualisations, and evaluate their efficiency and effectiveness
- Apply computational thinking skills when analysing the data associated with a research question and apply design thinking skills when designing infographics or dynamic data visualisations
- Investigate the threats to data and information and security strategies to manage the storage, communication and disposal of data and information

What students learn (skills, knowledge and understandings):

- Understand the analysis, design and development stages of the problem-solving methodology
- Roles, functions and characteristics of digital system components including controls for protecting stored and communicated data
- Sources and methods of collecting data, including interviews, observation, querying of data stored in large repositories and surveys
- Characteristics of data types and data structures relevant to selected software tools
- Types and purposes of infographics and dynamic data visualisations
- Design principles and tools that influence the appearance of infographics and the functionality and appearance of dynamic data visualisations
- Criteria for evaluating alternative design ideas and the efficiency and effectiveness of infographics or dynamic data visualisations
- Features of project management using Gantt charts, including the identification and sequencing of tasks, time allocation, dependencies, milestones and the critical path
- Key legal and security requirements for the storage and communication of data and information, including human rights requirements, intellectual property and privacy

What students will be assessed on:

- Research projects, visualisations, and data evaluation; exam

Software Development

Units 3 & 4

What students do:

- Apply the problem-solving methodology to develop working software modules using a programming language
- Apply specific processing features of a programming language to create working modules
- Analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution
- Analyse and evaluate the security of current software development practices, examine the risks to software and data, and consider the consequences of implementing software with ineffective security strategies

What students learn (skills, knowledge and understandings):

- Understand the analysis, design and development stages of the problem-solving methodology
- Understand characteristics of data types and structures
- Methods for documenting a problem, need or opportunity and determining solution requirements, constraints and scope
- A programming language as a method for developing working modules that meet specified needs, including the processing features of a programming language, and validation techniques, including existence checking, range checking and type checking
- Understand the key legislation that affects how organisations control the collection, storage (including cloud storage) and communication of data

What students will be assessed on:

- Research projects, visualisations, and data evaluation; exam
- Develop software solutions (projects)
- Software development security strategies

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx

Note: VCE Year 11 Students can pick up the Unit 3 & 4 subjects in Year 12 ONLY after discussion with the current subject teacher

Art

Students interested in creating, making, analysing and interpreting artworks and understanding the benefits of the arts in society. If students have an artistic and creative flair, Art will allow students to explore their expressive nature. Along with art theory, students will explore art history, traditional practice methods and contemporary approaches to art.

Possible future career pathways: https://myfuture.edu.au/bullseyes/details?id=1#/

Units 1 & 2

What students do:

- Use their own personal interests and ideas to work on a folio resulting in major artworks
- Understand how to interpret the meaning in artworks
- Document artistic practise using annotation

What students learn
(skills, knowledge and understandings):

- Students use their observation skills and imagination to develop creative works of art
- Students explore a variety of materials and techniques when working on their folio and creating major art works
- Students investigate the role and purpose of art in different cultures
- Students have a focus on art literacy
- Students learn to communicate issues and ideas through art

What students will be assessed on:

- Extended Written Response SAC, Folio, Major Artworks, Exam

Units 3 & 4

What students do:

- Use their own personal interests and ideas to work on a folio resulting in a minimum of two major artworks
- Understand how to interpret the meanings and messages in artworks that students produce and that they are influenced by
- Document artistic practise using annotation
- Develop our creativity in order to understand the vital role art plays in our society
- Developing, refining and resolving ideas

What students learn
(skills, knowledge and understandings):

- Students use their observation skills and imagination to develop creative works of art
- Students explore a variety of materials and techniques when working on their folio and creating major art works
- Students investigate the role and purpose of art in different cultures
- Students apply visual language when looking at art works
- Students learn to communicate issues and ideas through art
- Compare artworks from pre and post 1990 in order to develop a fair understanding of art development and purpose over time

What students will be assessed on:

- Extended Written Response SAC; Folio; Major Artworks, Exam

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/art/ArtSD-2017.pdf

Note: VCE Year 11 Students who have not completed Units 1 & 2 in this subject are able to pick it up in Units 3 & 4

Biology

Students interested in working in a field which requires a science background that deals with life. Biology teaches critical thinking and practical skills and enables students to study life in all its forms, from microbes to plants and animals, while learning about animal and plant biology, microbiology, genetics, molecular biology, social and ethical issues surrounding science.

Possible future career pathways: https://myfuture.edu.au/bullseyes/details?id=3#/

Units 1 & 2

What students do:

- Scientific investigations related to the topics studied in each unit
- Students will learn to strengthen your vocabulary, key words and terminology used in Biology
- Students will learn to respond to exam questions
- Further develop their scientific skills through the course work

What students learn
(skills, knowledge and understandings):

- Examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes
- Explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.
- Explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity
- Understand chromosomes and the process of meiosis, the inheritance of characteristics, patterns of inheritance, pedigree charts and genetic crosses

What students will be assessed on:

- Independent Investigation Practical Poster, Practical work folio, Data analysis, Problem solving, Tests, Exam

Units 3 & 4

What students do:

- Keep a logbook of practical reports of experiments
- A student-designed scientific investigation related to cellular processes and/or responses to challenges over time

What students learn
(skills, knowledge and understandings):

- Investigate the workings of the cell from several perspectives including cell structure and function (molecular and genetic) and biochemical structure and regulation (photosynthesis and cellular respiration)
- Apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue
- Consider how life on Earth has been and the way it responds to change, through developing immunity to pathogens in the human immune system, to the process of evolution
- Demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue

What students will be assessed on:

- Independent Investigation Practical Poster; Practical work folio; Data analysis; Problem solving; Tests; Exam

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/biology/Pages/Index.aspx

Note: VCE Year 11 Students can pick up this subject in Year 12 ONLY after discussion with the current subject teacher

Bridging English As An Additional Language (EAL)

Students interested in developing their language skills and confidence, being able to communicate effectively in a range of contexts and become a participating member of the Australian community.

Units 1 & 2

What students do:

- Students will learn to use English for everyday and academic purposes while simultaneously improving their ability to use the language for the purposes of self-expression in both oral and written forms

What students learn
(skills, knowledge and understandings):

- Students aim to improve key knowledge and key skills across each language mode of speaking, listening, reading, viewing and writing. The focus extends to improve the students' critical and analytical thinking and problem solving skills that apply beyond the classroom

What students will be assessed on:

- Being able to apply phonological features, grammar, punctuation and cohesion in order to make meaning of the language
- Listening and speaking skills
- Writing in different genres and for varying purposes across different subjects
- Using appropriate language, structures and conventions for the intended purpose, audience and context

Additional requirements:

- It is important for each student to bring with them a willingness to learn and improve their skills, an optimistic attitude and respect for all members of the classroom

For further information about the subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/bridging-eal/Pages/Index.aspx

Note: This subject can only be taken at Units 1 & 2. It does not continue into Units 3 & 4

Note: VCE Bridging EAL is only available to funded EAL students or to EAL students for whom the last year of EAL funding was in Year 10.

Business Management

Students interested in becoming an innovator, a creative force, or a member of the business world. Students who have plans for working in their family's business, joining a global company or launching their own start-up.

Possible future career pathways https://myfuture.edu.au/bullseyes/details?id=4#/

Units 1 & 2

What students do:

- Follow the Business Management process from the first idea for a business concept, through to planning and establishing a business

What students learn
(skills, knowledge and understandings):

- Planning a business - understand and apply business concepts, principles and terminology
- Establishing a business - understand the complex and changing environments within which businesses operate; propose strategies to solve business problems and take advantage of business opportunities

What students will be assessed on:

- SACs, essays, case studies and exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2022 Booklist

Units 3 & 4

What students do:

- Follow the Business Management process through to the day-to-day management of a business and an examination of the changes that need to be made to ensure continued success of a business
- Understand how to manage a business
- Find out more about the theories and strategies behind motivating staff
- Do you want to understand more about business operations
- Examine the role of automation in a business
- Find out more about how businesses successfully manage the process of change

What students learn
(skills, knowledge and understandings):

- Managing a business - understand the relationships that exist between a business and its stakeholders; understand the role of human resource management in the cycle of employment
- Transforming a business - understand how a business can be efficient and effective in its operations

What students will be assessed on:

- SACs: structured questions, applying case studies and contemporary examples of businesses and external exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2022 Booklist

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/businessmanagment/BusinessManagementSD-2017.pdf

Note: VCE Year 11 Students who have not completed Units 1 & 2 in this subject are able to pick it up in Units 3 & 4

Chemistry

Students interested in understanding the world around them, through an understanding of elements, molecules and atomic particles and the way in which they interact and react. Chemistry is also one of the essential subjects for many future fields of study in a wide range of science and technology based courses.

Possible future career pathways: https://myfuture.edu.au/bullseyes/details?id=5#/

Units 1 & 2

What students do:

- Maintain a logbook of practical reports of experiments
- Independent practical investigation
- Learn key words and vocabulary used in Chemistry
- Learn how to respond to exam questions
- Learn how to write a practical report in a poster format

What students learn
(skills, knowledge and understandings):

- Investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials
- Explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms
- Use chemistry terminology, including symbols, formulas, equations to represent and explain observations and data from experiments, and to discuss chemical phenomena
- Explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis
- Use stoichiometry and analytical techniques and instrumental procedures to determine concentrations of different species in water samples, including chemical contaminants

What students will be assessed on:

- Tests; practical work folio, data analysis, exam

Units 3 & 4

What students do:

- Maintain a logbook of practical reports of experiments to build on your scientific skills
- Undertake an independent practical investigation
- Use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena
- Learn how to respond to exam questions

What students learn
(skills, knowledge and understandings):

- Explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment
- Compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells
- Investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations
- Investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food; analyse organic compounds and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures

What students will be assessed on:

- Tests, practical work folio, data analysis, external exam

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/chemistry/2016ChemistrySD.pdf

Note: This subject cannot be picked up in VCE Year 12 without satisfactory completion in VCE Year 11 (Units 1 & 2)

English

Students interested in becoming a person capable of critical and imaginative thinking, aesthetic appreciation and creativity. All students must achieve a satisfactory result in English (or EAL if applicable) to be eligible to be awarded their VCE. It is a prerequisite for nearly all university courses. It is a challenging subject. Students who wish to choose a VCE pathway in the Senior School need to carefully reflect upon their achievements, with Year 10 students expected to have recorded CAT results “at the level” or above.

Possible future career pathways: https://myfuture.edu.au/bullseyes/details?id=11#/

Units 1 & 2

What students do:
- Learn to extend your competence in using English to meet the demands of further study, the workplace and your own needs and interests

What students learn
(skills, knowledge and understandings):
- Develop competence and confidence in creating written and oral responses
- Focus on reading a range of texts, particularly narrative and persuasive texts

What students will be assessed on:
- Reading and Creating Texts
- Analysing and Presenting Argument

Units 3 & 4

What students do:
- Extend their competence in using English to meet the demands of further study, the workplace and their own needs and interests

What students learn
(skills, knowledge and understandings):
- Focus on reading a range of texts, particularly narrative and persuasive texts

What students will be assessed on:
- Reading and Creating Texts
- Analysing Argument

Additional requirements:
- Bring with them the willingness to develop a love of language and a love of communication

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/english/2016EnglishEALSD.pdf

English As An Additional Language (EAL)

Students interested in developing their critical and creative thinking to become a confident, articulate and critically aware communicator with a stronger sense of themselves, their world and the place within it. All students must achieve a satisfactory result in English (or EAL if applicable) to be eligible to be awarded their VCE. It is a prerequisite for nearly all university courses. It is a challenging subject.

Units 1 & 2

What students do:

- Learn how to create and analyse written, oral and multi-media texts, moving from interpretation to reflection and critical analysis

What students learn
(skills, knowledge and understandings):

- Develop analytical, creative and comprehension skills and explore how purpose and audience affects the choices writers make in developing ideas, structure, voice and style
- Develop these skills, together with logic and reasoning, in order to achieve effective participation beyond the classroom and into the workplace or for further study

What students will be assessed on:

- Writing analytical and creative responses to a set text
- Analysing and presenting the use of argument and persuasive language in text/s that present a point of view on an issue currently debated in the media
- Writing comparative analytical responses to set tasks
- Comprehending a spoken text
- Creating a persuasive text that presents an argument or viewpoint

Units 3 & 4

What students do:

- Learn how to develop and justify detailed interpretations of texts by exploring issues of purpose and audience
- Make key choices about structure, conventions and language by using textual evidence to support responses

What students learn
(skills, knowledge and understandings):

- Identify, discuss and analyse how features of selected texts create meaning and how they influence interpretation
- Identify and analyse explicit and implied ideas and values in texts
- Examine the ways in which readers are invited to respond to texts

What students will be assessed on:

- Writing an analytical interpretation of a selected text and a creative response to a different selected text
- Analysing and comparing the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media
- Comprehending a spoken text
- Producing a detailed comparative response which analyses how two selected texts present ideas, issues and themes
- Constructing a reasoned point of view on an issue currently debated in the media in oral form

Additional requirements:

- All students are required to enter the classroom with an optimistic outlook and a willingness to learn and improve their written and oral skills

Note: This subject is available to those students who meet the criteria to undertake EAL. Please liaise with the EAL Coordinator, to determine your eligibility for the subject.

For further information about the subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-bridging-eal/Pages/index.aspx

Food Studies

Students interested in exploring the role of food in our society, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills.

Possible future career pathways: https://myfuture.edu.au/bullseyes/details?id=14#/

Units 1 & 2

What students do:

- Use practical skills and knowledge to produce and evaluate foods
- Develop and use practical food skills for daily life
- Design new food products and adapt recipes to suit particular needs and circumstances
- Explore potential entrepreneurial opportunities as small scale food producers

What students learn
(skills, knowledge and understandings):

- Explore the origins and cultural roles of food and food systems in contemporary Australia and research foods and food preparation techniques to consider whether Australia has developed a distinctive cuisine of its own
- Consider how natural resources, climatic influences and social circumstances such as immigration have led to global variety in food commodities, cuisines and cultures
- Investigate commercial food production industries and food production in small-scale domestic settings

What students will be assessed on:

- Written report, media analysis, research inquiry, structured questions, oral presentation, practical demonstration, folio, tests, exam

Additional requirements:

- Fully enclosed black leather school shoes and a food grade container

Units 3 & 4

What students do:

- Learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects
- Apply knowledge of food allergies and intolerances in the safe production of nutritious meals
- Assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets

What students learn
(skills, knowledge and understandings):

- Investigate the role and everyday influences of food in daily life
- Examine debates about global and Australian food systems, relating to issues of the environment, ethics, technologies, food access, food safety, and the use of agricultural resources
- Investigate the physiology of eating and microbiology of digesting, and the absorption and utilisation of macronutrients
- Investigate food allergies, food intolerances and the microbiology of food contamination
- Inquire into the role of media, technology and advertising as influences on the formation of food habits and beliefs, and investigate the principles of encouraging healthy food patterns in children
- Practise and improve food selection skills by interpreting food labels and interrogating the marketing terms on food packaging

What students will be assessed on:

- Written report, media analysis, research inquiry, structured questions, oral presentation, practical demonstration, records of practical activities, product design, external exam

Additional requirements:

- Fully enclosed black leather school shoes and a food grade container

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/foodstudies/FoodStudiesSD_2017.pdf

Note: VCE Year 11 Students can pick up this subject in Year 12 ONLY after discussion with the current subject teacher.

Geography

Students interested in learning about local, national and global environments. Students keen to get outdoors and participate in fieldwork. Geography will provide students with the opportunity to gain a glimpse into careers which investigate environmental monitoring and management and ecologically sustainable development.

Possible future career pathways: https:// myfuture.edu.au/bullseyes/details?id=15#/

Units 1 & 2

What students do:

- Explore a range of questions, issues and challenges in the world around us
- Use fieldwork, spatial technologies and investigation of a wide range of secondary sources to offer solutions to geographical problems
- Develop skills in investigation, collection of data, use of spatial and digital technologies, interpretation, analysis and communication of geographic information

What students learn
(skills, knowledge and understandings):

- Investigate two contrasting hazards (eg bushfires, floods, biological hazards such as disease and introduced species) and the way people have responded to them
- Examine the processes involved with hazards and hazard events, including their causes and impacts, and interconnections between human activities and natural phenomena
- Investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments
- Compare examples of tourism from within Australia and elsewhere in the world
- Discuss how the growth of tourism requires careful management to ensure environmentally sustainable and economically viable tourism

What students will be assessed on:

- SACs: fieldwork reports, case studies and exam

Additional requirements:

- A textbook will be required for this subject –further information will be supplied in the 2022 Booklist

Note: There is an expectation that students will participate in fieldwork activities that will reinforce concepts covered in the curriculum being studied.

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/geography/Pages/Index.aspx

Health And Human Development

Students interested in working within the health industry. Students interested in health research, community health, global and local health issues, environmental health or health promotion - or even if they aren't sure which health science area is for them - this subject can help them find their area of interest.

Possible future career pathways: https://myfuture.edu.au/bullseyes/details?id=16#/

Units 1 & 2

What students do:

- Learn about health issues in Australia and the world
- Learn about the meanings of health and wellbeing, and about factors such as nutrition and how it impacts upon health

What students learn
(skills, knowledge and understandings):

- Describe a range of influences on the perspectives and priorities of health and wellbeing
- Collect and analyse data relating to variations in youth attitudes and priorities regarding health and wellbeing, and draw conclusions from health data about the health status of youth in Australia
- Describe different dimensions of health and wellbeing
- Analyse the extent to which health status data reflects concepts of health and wellbeing
- Explain a range of sociocultural factors that contribute to variations in the health status and health behaviours of Australia's youth
- Explain the functions of major nutrients for general health and wellbeing and the consequences of nutritional imbalance on short- and long-term health and wellbeing
- Evaluate the effectiveness of food selection models and other tools in the promotion of healthy eating among youth
- Evaluate the validity of food and nutrition information from a variety of sources

What students will be assessed on:

- SACs and Exams

Units 3 & 4

What students do:

- Learn about health issues in Australia and the world
- Use data to describe and evaluate the health status of Australians

What students learn
(skills, knowledge and understandings):

- Students will explain the dynamic and subjective nature of the concepts of health and wellbeing and illness
- Students will describe interrelationships between dimensions of health and wellbeing
- Students will explain the individual and collective importance of health and wellbeing as a resource
- Students will describe global benefits of the pursuit of optimal health and wellbeing
- Students will identify the WHO's prerequisites for health and explain their links to improved health outcomes
- Students will describe and apply indicators used to measure health status
- Students will analyse patterns in morbidity and mortality in Australia over time
- Students will analyse data that show improvements in health over time and draw conclusions about reasons for improvements
- Students will analyse the role of Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme in promoting Australia's health
- Students will apply the action areas of the Ottawa Charter for Health Promotion to a range of data and case studies and evaluate initiatives in terms of their capacity to improve Indigenous health and wellbeing
- Students will draw conclusions as to why dietary improvements are difficult to achieve in Australia

What students will be assessed on:

- SACs and exams

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/healthandhumandevelopment/2018HealthHumDevSD.pdf

Note: VCE Year 11 Students who have not completed Units 1 & 2 in this subject are able to pick it up in Units 3 & 4

History

Students interested in studying the people and events of the past. Do students want to discover why the world we live in is the way that it is? Do students like critical thinking, investigation, analysis and problem solving? The study of history equips students with the ability to analyse and then prioritise information, which is vital to decision making and applicable to many career pathways.

Possible future career pathways: https://myfuture.edu.au/bullseyes/details?id=17#/

Units 1 & 2 - 20th Century History

What students do:

- Develop the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources

What students learn
(skills, knowledge and understandings):

Unit 1: Change and Conflict 1918 – 1939
Unit 2: The Changing World Order 1945 – 2000

- Study the political, social and cultural change between the world wars
- Study the impact of the Cold war, challenges and changes to existing political, economic and social structures
- Develop an understanding of and apply historical thinking concepts, including evidence, cause and consequence, continuity and change, and significance
- Recognise how our understanding of the past informs decision-making in the present

What students will be assessed on:

SACs: document and visual analysis tasks, historical inquiry task, historical research task, essay writing and exam

Units 3 & 4 - Revolutions

What students do:

- Use primary sources as evidence, and evaluate the extent to which the revolution brought change to the lives of people
- Evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order

What students learn
(skills, knowledge and understandings):

Unit 3: Causes of Revolution
Unit 4: Consequences of Revolution

- Investigate the significant historical causes and consequences of political revolution
- Develop an understanding of the causes and consequences in the revolutionary periods under study (two chosen from American Revolution of 1776, French Revolution of 1789, Russian Revolution of October 1917, Chinese Revolution of 1949)
- Learn about the ideas, events, individuals and popular movements for each of the revolutionary periods under study
- Develop an understanding of and apply historical thinking concepts, including evidence, cause and consequence, continuity and change, and significance
- Recognise how our understanding of the past informs decision-making in the present

What students will be assessed on:

- SACs: document and visual analysis tasks, historical inquiry task, historical research task, essay writing and exam

Additional requirements:

- A textbook will be required for this subject –further information will be supplied in the 2022 Booklist

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/history/2016HistorySD.pdf

Note: VCE Year 11 Students can pick up this subject in Year 12 ONLY after discussion with the current subject teacher

Legal Studies

Students interested in rules and laws and why we have them. Who enforces them and what are students' legal rights and responsibilities? Have students thought about working in community services, criminal justice, social welfare, law enforcement, border protection, the armed forces, legal education and human rights?

Possible future career pathways: https://myfuture.edu.au/bullseyes/details?id=32#/

Units 1 & 2

What students do:

- Understand and apply legal terminology, principles and concepts
- Analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform
- Analyse the methods and institutions that determine criminal cases and resolve civil disputes

What students learn
(skills, knowledge and understandings):

Unit 1: Guilt and liability
Unit 2: Sanctions, remedies and rights

- Examine the institutions and principles which are essential to Australia's legal system
- Develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system

What students will be assessed on:

- Class work and note taking, tests, SACs, Exam

Units 3 & 4

What student do:

- Apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions

What students learn
(skills, knowledge and understandings):

Unit 3: Rights and justice
Unit 4: The people and the law

- Examine the institutions and principles which are essential to Australia's legal system
- Develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system
- Understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia
- Propose and analyse reforms to the legal system to achieve the principles of justice

What students will be assessed on:

- SACs, Class work and note taking, tests and External Exam

Additional requirements:

- A textbook will be required for this subject –further information will be supplied in the 2022 Booklist

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD_2018.pdf

Note: VCE Year 11 Students can pick up this subject in Year 12 ONLY after discussion with the current subject teacher

Literature

Students interested in the study and enjoyment of a wide range of literary texts: classical, popular, traditional and modern.

Possible future career pathways: https://myfuture.edu.au/bullseyes/details?id=11#/

Units 1 & 2

What students do:

- Learn how language, story and communication can illuminate and give insight into the nature of experience
- Undertake a close reading of texts and analyse how language and literary techniques deepen our experience of reading
- Read deeply, widely and critically, respond analytically and creatively, and appreciate the aesthetic merit of the things we read

What students learn
(skills, knowledge and understandings):

- Learn how meaning is communicated to us as readers
- Examine the historical and cultural contexts within which both readers and texts are situated. Investigate the assumptions, views and values which both writers and readers bring to texts. Contemplate how we read as well as what we read
- Learn how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other

What students will be assessed on:

- Essays (comparative, interpretive, analytical or discursive), close analysis of selected passages, an original piece of writing responding to a text(s) studies, an oral or a written review, exam

Additional requirements:

- Bring students the willingness to develop a love of language, a love of reading and a love of literature

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/literature/2016LiteratureSD.pdf

Mathematics

Mathematics is a prerequisite subject for many pathways into Higher Education. Please make sure you carefully investigate the Maths prerequisites for your intended future pathway.

Refer to the Maths Pathways chart.

Possible future career pathways: https://myfuture.edu.au/bullseyes/details?id=22#/

General Mathematics

Units 1 & 2

Students interested in future studies in courses which involve statistics or financial mathematics. Many courses require successful completion of VCE Maths such as Nursing, Teaching, Sport or Psychology. If so, students should consider studying General Mathematics Units 1 & 2 and then Further Mathematics Units 3 & 4.

What students do:

- Students are required to develop and practise skills necessary to find solutions to standard problems and to apply Mathematical knowledge and skills to model and solve problems, including real life situations. A focus on using the CAS technology effectively is also part of this course

What students learn (skills, knowledge and understandings):

- The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'

What students will be assessed on:

- SAC 1: Analysing real estate data
- SAC 2: Real life applications of measurement
- SAC 3: Trigonometry problem solving task
- SAC 4: Analysing bi-variate data
- Topic Tests
- Maintaining an up-to-date and organised workbook
- End of semester exams

Additional requirements:

- It is recommended students have completed Year 10 General Maths or Year 10 Specialist Maths to enrol in General Mathematics Units 1 & 2
- A CAS calculator is required to complete this subject

Mathematics Methods

Students interested in future studies in courses which will involve mathematics, such as science, architecture or engineering. Students who enjoy mathematics and problem solving should consider studying Mathematical Methods.

Note: Unit 1 & 2 Mathematical Methods must be satisfactorily completed before progressing to Unit 3 & 4 Mathematical Methods in Year 12.

Units 1 & 2

What students do:

- Students are provided an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and cover assumed knowledge and skills for those units. A focus on using the CAS technology effectively is also part of this course

What students learn
(skills, knowledge and understandings):

- The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra' which extends across Units 1 and 2. Students are demonstrated how to apply mathematical processes to solve routine and non-routine problems

What students will be assessed on:

- SAC 1: Linear functions
- SAC 2: Quadratic functions
- SAC 3: Polynomials and gallery of graphs
- SAC 4: Circular functions
- SAC 5: Rates of change and introduction to differentiation
- SAC 6: Further differentiation
- Topic tests
- Maintaining an up-to-date and organised workbook
- End of semester exams

Additional requirements:

- To select Mathematical Methods Units 1 & 2 students must have completed Specialist Mathematics at Year 10
- A CAS calculator is required to complete this subject. Specialist Mathematics

Specialist Mathematics

Students interested in an advanced and in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. Students who enjoy Maths at this level are encouraged to consider Specialist Mathematics Units 1 & 2. Specialist Mathematics will provide a sound background for further studies in mathematics and mathematics related fields, in particular engineering courses.

Units 1 & 2

What students do:

- This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. In this course there is an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning

What students learn (skills, knowledge and understandings):

- The areas of study for Units 1 & 2 of Specialist Mathematics are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’

What students will be assessed on:

- SACs including modelling tasks and problem solving tasks
- Topic tests
- Maintaining an up-to-date and organised workbook

Additional requirements:

- Note: To enrol in Specialist Mathematics Units 1 & 2 students must have completed Specialist Mathematics at a high level at Year 10. Students must also enrol in Mathematical Methods Unit 1 & 2 to complete this course
- A CAS calculator is required to complete this subject

Foundation Mathematics

Students interested in: Mathematics in practical contexts encountered in everyday life in the community, at work and at study. Students who require only a fundamental knowledge of Mathematics should consider Foundation Mathematics.

Units 1 & 2

What students do:
In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The focus will be on developing basic Maths understanding, as well as developing problem solving skills through hands-on learning and then communicating responses by explaining mathematical thinking.

What students learn (skills, knowledge and understandings):
The areas of study for Units 1 & 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

What students will be assessed on:

- SAC 1: Space, shape and design
- SAC 2: Patterns and number
- SAC 3: Data analysis
- SAC 4: Measurement
- End of Semester Exams
- Maintaining up to date bookwork

Additional requirements:

Note: There is no Unit 3 & 4 option for Foundation Mathematics. Students completing Foundation Mathematics would either not select a Mathematics course in Year 12 or would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 & 4.

Further Mathematics

Students interested in future studies in courses which involve statistics or financial mathematics, such as nursing, sport or psychology. If students are looking at courses which require a general Maths at Unit 3 & 4 level, they should consider studying Further Mathematics Units 3 & 4.

Units 3 & 4

What students do:

- Students are required to develop and practise skills necessary to find solutions to standard problems and to apply Mathematical knowledge and skills to model and solve problems, including real life situations. A focus on using the CAS technology effectively is also part of this course

What students learn
(skills, knowledge and understandings):

- Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'

What students will be assessed on:

- SAC 1: Statistical analysis application task
- SAC 2: Recursion and financial modelling task
- SAC 3: Geometry problem solving task
- SAC 4: Matrices problem solving task
- Maintaining an up-to-date and organised workbook
- End of year exams

Additional requirements:

- A CAS calculator is required to complete this subject

Mathematical Methods

Students interested in and enjoy mathematics and problem solving, and are considering future studies in courses which will involve mathematics, such as, science and engineering. Students should consider studying Mathematical Methods.

Unit 1 & 2 Mathematical Methods is required to be completed before progressing to Unit 3 & 4 Mathematical Methods in Year 12.

Units 3 & 4

What students do:

- Students are expected to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They will have facility with relevant mental and by-hand approaches to estimation and computation. A focus on using the CAS technology effectively is also part of this course

What students learn
(skills, knowledge and understandings):

- Units 3 & 4 strengthen and extend upon the key skills, knowledge and understandings covered in Units 1 & 2. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. Students demonstrate how to apply mathematical processes to solve routine and non-routine problems

What students will be assessed on:

- SAC 1: Applications task
- SAC 2: Calculus problem-solving task
- SAC 3: Probability and statistics problem solving task
- Maintaining an up-to-date and organised workbook
- End of year exams

Additional requirements:

- Unit 1 & 2 Mathematical Methods is required to be completed before progressing to Unit 3 & 4 Mathematical Methods in Year 12
- A CAS calculator is required to complete this subject

Specialist Mathematics

Units 1 - 4

A Unit 1 & 2 Specialist Mathematics class will be running in 2022 and Unit 3 & 4 class will be offered for 2023. Students can plan to follow the pathway in this subject.

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf

Media Studies

Students interested in understanding, analysing and creating media products such as films, posters and social media technologies. Create their own major short film production and use narrative film analysis to understand society and ideologies and understand the way that films reflect society.

Possible future career pathways: https://myfuture.edu.au/bullseyes/details?id=23#/

Units 1 & 2

What students do:

- Analyse and create media products such as films, posters and social media technologies, following the production process when creating media products
- Analyse the changing nature of media and new media technologies and the rise of social media
- Use industry grade software such as Adobe Photoshop and Premiere Pro

What students learn
(skills, knowledge and understandings):

- Understand how codes and conventions are used to attract and entertain audiences
- Understand the Australian film industry and industry regulation
- Understand and interpret media products and representations using codes and conventions
- Understand and manipulate technical and symbolic elements

What students will be assessed on:

- Media productions including a film trailer, film poster, major film product. Written work in relation to film analysis, representation, new media technologies and the Australian film industry

Units 3 & 4

What students do:

- Develop, produce and distribute a short film, using the production process
- Analyse two films to understand the societies that created them and evaluate the messages that the films are aiming to communicate to audiences
- Use technical and symbolic elements to analyse media products

What students learn
(skills, knowledge and understandings):

- Understand and interpret films using codes and conventions
- Understand and manipulate technical and symbolic elements
- Evaluate the changing relationship between the media and audience, and the role of media regulation
- Learn about the influential impact of the media on society, and ask who has agency and control over the media
- Analysis and creation of film, advertising, design, and the film industry

What students will be assessed on:

- Narrative and ideology SAC; Media Production Folio; Short Film; Agency and control SAC; end of year exam

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/media/MediaSD_2018.pdf

Note: VCE Year 11 Students who have not completed Units 1 & 2 in this subject are able to pick it up in Units 3 & 4

Musical Performance

Students interested in building performance and musicianship skills to be able to present performances of group and solo music works using one or more instruments. Through practical, theoretical and critical listening activities and experiences, develop the necessary knowledge and skills to gain greater control of their own musical expression and contribute to the culture of your community and beyond.

Possible future career pathways: https://myfuture.edu.au/bullseyes/details?id=25#/

Units 1 & 2

What we do:

- Prepare and perform a program of group and solo music pieces
- Compose, arrange and improvise music from diverse styles and traditions
- Explore and expand personal music interests, knowledge and experiences
- Use imagination, creativity and personal and social skills when music making
- Use electronic and digital technologies in making and sharing music and communicating ideas about music
- Participate in life-long music learning and the musical life of their community

What we learn
(skills, knowledge and understandings):

- Develop understanding of the characteristics of the elements of music
- Use research to make decisions about how selected works can be interpreted
- Develop understanding of composition, style and performance of music
- Learn how to Practise effectively and consistently to enhance Performances
- Develop individual instrumental and musicianship skills through regular practice
- Develop group instrumental skills through rehearsal and performance with other musicians
- Develop advanced Aural and critical listening skills
- Develop and practise musicianship

What will you be assessed on:

- Various Performances in Solo and Group settings both form and informal
- Aural Training and Critical Listening Skills
- Arranging, Composition and Transposition Tasks
- Theory and Aural Written Examinations
- Use of Technology and Recording techniques

Prior knowledge will be expected in this VCE subject. Students must already be proficient on an instrument to be able to complete this VCE subject

Units 3 & 4

What we do:

- Focus on either group OR solo performance and prepare a contrasting program to present in the end-of-year examination
- Build on and refine performance and musicianship skills
- Critically analyse Australian music recordings and artists and then discuss in detail using the Elements of Music language
- Continue to develop listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances

What we learn
(skills, knowledge and understandings):

- How to become an accomplished Performer as a soloist or as part of a Group
- Continually develop instrumental techniques relevant to the selected works
- Develop a strong understanding of effective approaches to solo practice and group rehearsal
- How to create exercises to develop instrumental and presentation techniques
- Strengthen listening, aural, theoretical and analytical musicianship skills
- How to stage and present a live performance

What will you be assessed on:

School assessed coursework:

- Music Theory and Aural Training
- Practise Diary/Folio and habits maintained
- Listening Journal
- Informal Performance Classes
- Arranging, Composition and Transposition Tasks

Externally assessed:

- End of Year Solo/Group Performance Examination
- End of Year Theory and Aural written Examination

Prior knowledge will be expected for this VCE subject Students must already be proficient on an instrument to be able to complete this VCE subject.

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/music/2017MusicSD.pdf
Note: Is it strongly recommended that Unit 1 & 2 Music Performance is completed before commencing Unit 3 & 4 Music Performance

Physical Education

Students interested in working within the fitness and health industry.

Possible future career pathways: https://myfuture.edu.au/bullseyes/details?id=28#/

Units 1 & 2

What students do:

- Participate in a range of physical activity, sports and exercise

What students learn
(skills, knowledge and understandings):

- Describe the social, cultural and environmental influences on movement.
- Understand the musculoskeletal, cardiovascular and respiratory systems in producing human movement
- Investigate a range of performance enhancing practices from a physiological perspective
- Discuss ethical considerations and sociocultural influence on the use of legal and illegal practices associated with improving the function of the musculoskeletal system
- Study the relationship between physical activity, sport, health and society and the contemporary issues associated with physical activity and sport

What students will be assessed on:

- SACs and Exams

Units 3 & 4

What students do:

- Participate in a range of physical activity, sports and exercise

What students learn
(skills, knowledge and understandings):

- Learn what motor skills are and how they can be improved
- Understand the biomechanical principles used to improve performance
- Understand how the body produces energy by exploring the various systems and mechanisms associated with the production of energy required for human movement
- Investigate the foundation of an effective training program, by looking at: fitness components, training principles, types of training, activity analysis and fitness testing
- Learn about chronic adaptations to exercise and discus the psychological aspects of performance

What students will be assessed on:

- SACs and exams

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/2017PhysicalEducationSD.pdf

Note: VCE Year 11 Students can pick up this subject in Year 12 ONLY after discussion with the current subject teacher

Physics

Students interested in understanding and explaining the physical world. Physics examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

Possible future career pathways: https://myfuture.edu.au/bullseyes/details?id=29#/

Units 1 & 2

What students do:

- Design and undertake investigations involving at least one independent, continuous variable
- Keep a logbook of practical reports
- Undertake practice exams to learn how to respond to exam questions
- Strengthen your vocabulary, and understanding of key words and terminology used in Physics
- Further develop your scientific skills through the course work

What students learn
(skills, knowledge and understandings):

Unit 1: What ideas explain the physical world?
Unit 2: What do experiments reveal about the physical world?

- Explore how physics explains phenomena which are not always visible to the unaided human eye. Investigate heat, electricity and consider the origins and formation of matter
- Investigate a variety of phenomena by making observations and generating questions, which in turn lead to experiments
- Investigate the ways in which forces are involved both in moving objects and in keeping objects stationary

What students will be assessed on:

- Practical work folio, Tests, Data analysis, Exam

Units 3 & 4

What students do:

- Learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective
- Design and undertake investigations involving at least two continuous independent variables
- Keep a logbook of practical reports
- Undertake practice exams to learn how to respond to exam questions

What students learn
(skills, knowledge and understandings):

Unit 3: How do fields explain motion and electricity?
Unit 4: How can two contradictory models explain both light and matter?

- Explore the importance of energy in explaining and describing the physical world
- Use Newton's laws to investigate motion in one and two dimensions, and Einstein's theories to explain the motion of very fast objects
- Explore the use of wave and particle theories to model the properties of light and matter

What students will be assessed on:

- Practical work folio, tests, data analysis, investigation, analysis and evaluation of stimulus material, external exam

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/physics/2016PhysicsSD.pdf

Note: This subject cannot be picked up in VCE Year 12 without satisfactory completion in VCE Year 11 Units 1 & 2

Psychology

Students interested in exploring how people think, feel and behave through the use of an approach which considers biological, psychological and social factors and their complex interactions. The study explores the connection between the brain and behaviour.

Possible future career pathways: https://www.psychology.org.au/Training-and-careers/Careers-and-studying-psychology/studying-psychology/Study-pathways

Units 1 & 2

What students do:

- Undertake experiments to help develop skills in writing a self-directed scientific investigation report
- Design and implement an extended research activity to further your scientific skills
- Practice how to respond to exam questions
- Learn key psychology terms and vocabulary to help assist in understanding the course work
- Learn how to collect secondary data and how to analyse it

What students learn
(skills, knowledge and understandings):

Unit 1: How are behaviour and mental processes shaped?

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

- Investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system
- Explore brain plasticity and the influence that brain damage may have on a person's psychological functioning
- Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development
- Investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted
- Evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others

What students will be assessed on:

- Research investigation, collection of secondary data, test comprising multiple choice and/or short answer and/or extended response, exam

Units 3 & 4

What students do:

- Undertake a series of experiments to help develop key scientific skills
- Practice how to respond to exam questions
- Continue to develop an understanding of key words, vocabulary, terminology and exam questions to assist with the course
- Apply knowledge and scientific skills to complete an extended independent research activity poster

What students learn
(skills, knowledge and understandings):

Unit 3: How does experience affect behaviour and mental processes?

Unit 4: How is wellbeing developed and maintained?

- Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning
- Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inabilitiy to remember information
- Explain consciousness as a continuum, commpare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on person's functioning
- Explain the concepts of mental health and mental illness including the influences of risk and prtective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies the contribute to mental wellbeing

What students will be assessed on:

- SACs, film analysis, stress and health test, extended research activity, era report; tests, learning folio, external exam

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/psychology/2016PsychologySD.pdf

Note: VCE Year 11 students can pick up this subject in Year 12 ONLY after discussion with the current subject teacher

Note: Psychology is a Science subject and students who intend to choose the subject will require an adequate science background. Students will either need to be recommended for this subject by their science teacher or have achieved a grade of "at the level" or higher on their report.

Sociology

Students interested in the study of human behaviour and social interactions to understand how societies are organised, develop and change. This course will explore the sociological concepts of youth, family, deviant behaviour and criminality.

Possible future career pathways: https://myfuture.edu.au/bullseyes/details?id=6#/; https://myfuture.edu. au/bullseyes/details?id=32#/

Units 1 & 2

What students do:

- Explore how and why the experience of being young differs across time and space
- Examine the social institution of family and investigate how different communities in Australian society have different kinds of families and experiences of family life
- Examine traditional views of criminality and deviance and analyse why people commit crimes or engage in deviant behaviour

What students learn
(skills, knowledge and understandings):

Unit 1: Youth and family

Unit 2: Social norms: breaking the code

- Use sociological methodology to investigate and understand aspects of youth, family, deviance and crime
- Consider alternate viewpoints when learning about society
- Understand that there are various theories in understanding human behaviour in society
- Reflect on your own experiences and respectfully consider the varied experiences of others
- Conduct research and generate reports

What students will be assessed on:

- Classwork, SACs, exam

Units 3 & 4

What students do:

- Understand and explore the differences between cultures and ethnicities within Australia, with a focus on Australian indigenous culture
- Explore the notion of community
- Examine social movements and social change and theories behind them

What students learn
(skills, knowledge and understandings):

Unit 3: Culture and ethnicity

Unit 4: Community, social movements and social change

- Use sociological methodology to investigate and understand aspects of youth, family, deviance and crime
- Consider alternate viewpoints when learning about society
- Understand that there are various theories in understanding human behaviour in society
- Reflect on your own experiences and respectfully consider he varied experiences of others
- Conduct research and generate reports

What students will be assessed on:

- Classwork, SACs, exam

Additional requirements:

- A textbook will be required for this subject – further information will be supplied in the 2022 Booklist

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/sociology/2018SociologySD.pdf

Note: VCE Year 11 Students who have not completed Units 1 & 2 in this subject are able to pick it up in Units 3 & 4

Studio Arts

Students interested in broadening their understanding of and ability to engage with artworks. This subject equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, education and research.

Possible future career pathways: https://myfuture.edu.au/bullseyes/details?id=1#/

Units 1 & 2

What students do:

- Create a folio that explores and records ideas, materials and techniques and inspiration
- Create and produce artworks
- Explore artists from different times and cultures

What students learn
(skills, knowledge and understandings):

- Develop skills in generating ideas from sources of inspiration and investigate materials and techniques which will lead to production of art works
- Develop skills in recording and evaluating your design process and artworks
- Develop skills in analysing and writing about artists and how they work which will include their use of art elements and principles

What students will be assessed on:

- Folio, artworks, SACs, exam

Units 3 & 4

What students do:

- Create a folio that explores and records ideas, materials and techniques and inspiration
- Create and produce artworks
- Present artworks
- Explore artists from different times and cultures
- Explore the considerations of galleries when presenting works

What students learn
(skills, knowledge and understandings):

- Develop skills in generating ideas from sources of inspiration and investigate materials and techniques which will lead to production of art works
- Develop skills in recording and evaluating your design process and artworks
- Develop skills in creating and presenting artworks
- Develop skills in analysing and writing about artists and how they work which will including their use of art elements and principles
- Develop skills in investigations and writing about how galleries present artworks

What students will be assessed on:

- Folio, artworks, SACs, exam

Additional requirements:

- You are required to visit two art galleries throughout the year

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/studioarts/StudioArtsSD-2017.pdf

Note: VCE Year 11 Students who have not completed Units 1 & 2 in this subject are able to pick it up in Units 3 & 4

Theatre Studies

Students interested in interpreting scripts and producing theatre performances to a range of audiences. Through practical and theoretical engagement with scripts and performances, students will gain an insight into the origins, styles and development of theatre.

Units 1 & 2

What students do:

- Develop, refine and enhance acting and direction skills in the interpretation of scripts
- Work individually and collaboratively to analyse and interpret scripts for performance
- Develop an understanding of the origins and contexts in the development of theatre through the pre-modern and modern eras
- Develop skills and understanding of the safe, ethical and responsible practices in theatre production
- Experiment creatively and imaginatively with theatrical possibilities and elements of theatre composition

What students learn
(skills, knowledge and understandings):

- Develop skills in manual and digital methods to create drawings for different purposes.
- Understand a range of pre-modern and modern theatre styles including Greek theatre, Kabuki, Commedia dell'arte, Epic and Absurd
- Understand how to work collaboratively to interpret a range of scripts from the pre-modern and modern eras
- Understand the use of acting, direction and design to realise theatre styles from these eras
- Understand the ways in which an audience constructs meaning from a professional theatre production

What students will be assessed on

Practical tasks including drama workshops, interpreting of scripts from different eras, the application of acting, direction and design skills to create performances. Written work in relation to the history and contexts of pre-modern and modern theatre styles and the analysis of professional theatre productions

Units 3 & 4

What students do:

- Develop an interpretation of a script across the stages of the production process through creative, imaginative and collaborative work undertaken in 2 production roles
- Analyse scripts and develop skills in interpreting them
- Analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience
- Orally describe and justify proposed application of theatre styles to enhance the interpretation for performance to an audience
- Analyse the text of the monologue, the scene and the script

What students learn
(skills, knowledge and understandings):

- Understanding of 2 production roles and their contribution to the staging of a performance to an audience
- Understanding of the ways to analyse and evaluate a theatre production
- Understand the language of scripts including nature, purpose and effect
- Analyse and evaluate the acting, direction and design in a professional theatre production
- Understanding of how to interpret a script for performance

What students will be assessed on

- School assessed coursework: staging theatre, interpreting a script, analysing and evaluating theatre, researching and presenting theatrical possibilities, and analysing and evaluating a performance
- End of year monologue examination and end of year written examination

For further information about how this subject connects to the senior curriculum, please refer to the study design at:
https://www.vcaa.vic.edu.au/Documents/vce/theatre/2019TheatreStudiesSD.pdf

Note: VCE Year 11 students who have not completed Units 1 & 2 in this subject are able to pick it up in Units 3 & 4

Visual Communication Design

Students interested in informing people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want.

Possible future career pathways: Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media, advertising/marketing, interior design, architecture, game design, animation, drafting, computer aided design, graphic design, illustration, cabinet making, web and app design.

https://www.deakin.edu.au/courses/find-a-course/design/visual-communication-design

Units 1 & 2

What students do:

- Drawings that communicate messages through manual and digital drawing

What students learn
(skills, knowledge and understandings):

- Develop skills in manual and/or digital methods to create drawing for different purposes
- Learn how to use the method of 3D drawing to represent the structure of objects and architectural forms. Use 2D drawing to show objects in multiple views
- Use design thinking to create concepts and ideas for communicating ideas in advertising and marketing
- Analyse the features of existing designs, to help inform our own work

What students will be assessed on:

- Folios of drawings, written SACs and exams

Units 3 & 4

What students do:

- Study and complete folio drawings in the three Design Fields
- Communication – Advertising/Marketing
- Industrial – product design
- Environmental – architectural and landscape drawing

What students learn
(skills, knowledge and understandings):

- Specific drawing methods used in the design fields, including 2D and 3D technical drawings
- Analysis of features of existing designs in all three design fields
- The ability to evaluate our own designs and develop concepts through the design process

What students will be assessed on:

- Minor and major folio work following the Design Process. SACs and end of year exam

For further information about this subject, please refer to the VCE Study Design at:
https://www.vcaa.vic.edu.au/Documents/vce/visualcomm/VisualCommunicationDesignSD_2018.pdf

Note: This subject cannot be picked up in VCE Year 12 without satisfactory completion in VCE Year 11 Units 1 & 2

SENIOR SCHOOL PATHWAY

VET

Vocational Education and Training – VET

What is Vocational Education and Training (VET)?

Vocational Education and Training (VET) qualifications have been developed with the specific goal of preparing students with skills for work. VET is designed to help people to join or re-join the workforce, move into a new career or gain additional skills in their existing career. VET qualifications have a very practical focus. As well as specific skills for your chosen occupation, a VET course will often include generic work-based topics such as workplace health and safety. The Get VET pages produced by the Victorian Curriculum Assessment Authority is a very comprehensive source of information regarding VET https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx

VET courses are delivered to Secondary School students in conjunction with local training providers and TAFEs. Most VET courses are run over a period of two years, and students are expected to choose and make a commitment to their course for the full duration of the course.

Most courses run at a Certificate 2 or 3 level, and require a level of literacy and numeracy skills that will enable students to engage with the subject matter. They may require a test to measure a student's competency in these areas prior to enrolment.

VET courses also need students to be able to:

- Demonstrate a level of maturity which would allow them to manage their time
- Show confidence and the ability to participate in a non-school setting
- Handle tools and equipment safely
- Be organised and motivated to complete theory assignments and assessment modules
- Work independently and responsibly in a classroom or practical setting
- Work with others from a diverse background
- Travel to and from their VET course, which might be held at another school or at a TAFE setting in another suburb

Some VET courses have a compulsory Structured Workplace Learning component which allows students to demonstrate competency in the units they are studying. If students do not do this work placement, they will not be able to satisfactorily complete the VET course.

VET in the VCE

Students who are completing a VCE pathway may choose to include a VET subject in their program. Some VET subjects offer scored assessment which contributes to the ATAR calculation. VCE students who wish to include a VET as part of their program can choose from the subjects in the Cranbourne VET Cluster. These students are mostly delivered at school in line with the school timetable.

- Certificate II in Automotive*(delivered at Lyndhurst Secondary College)
- Certificate II in Building and Construction* (delivered at Cranbourne Secondary College)
- Certificate II in Dance (delivered at Cranbourne Secondary College)
- Certificate II in Engineering Studies (delivered at Cranbourne Secondary College)
- Certificate II in Furniture Making (delivered at Cranbourne Secondary College)
- Certificate III in Information, Digital Media and Technology (delivered at Cranbourne Secondary College)
- Certificate III in Kitchen Operations (delivered at Cranbourne Secondary College)
- Certificate III in Sport and Recreation (delivered at Cranbourne Secondary College)

VET and the ATAR

Students looking to move from Year 11 VCE to VCAL without successful results in a VET subject during Year 11 are at greater risk of not completing senior VCAL.

- VET certificates in this handbook marked as VCE-VET include scored assessments resulting in study scores and are included as part of the core ATAR calculation
- VET certificates that are not marked as VCE-VET do not have a scored component, however they can contribute an increment towards the ATAR (10 per cent of the lowest study score of the primary four studies).

VET in VCAL

VCAL students are required to include a VET course in their program. They may choose from the courses offered in the Cranbourne Cluster, or from a broader group of possibilities offered through Chisholm TAFE or the SELLEN cluster. Please see the handouts for both organisations to investigate the VET possibilities available to VCAL students. Please note, however, that both these lists are indicative only – providers have indicated that they will offer the courses to students throughout the district, but whether they run will be dependent on the number of students choosing the courses. If you choose and make a payment for a course that does not run, our VET Coordinator, will be in contact with you to discuss alternative arrangements.

Students who choose a Cranbourne VET offering that is not run at Cranbourne Secondary College will be transported to the venue by bus, but will have to find their way home. Students who choose a Chisholm or SELLEN VET will be responsible for getting themselves both to and from their VET course. Take careful notice of both the time and location of the course.

Cranbourne VET – Certificate II in Automotive

VCE VET

The Certificate II in Automotive aims to provide students with the knowledge and skills to enhance their employment prospects in the automotive industry.

Special Requirements

Students are required to have the following at all classes:

- Uniform in line with Personal Protective Equipment requirements (to be advised)
- Safety work boots (steel capped)

High level Maths and English skills are recommended

Contribution to the VCE / VCAL

VCE: Students who undertake a qualification from the VCE VET Automotive program will be eligible for up to five units credit towards their VCE: up to three units at Unit 1 & 2 and a Unit 3 & 4 sequence. Automotive is NOT a scored program. VCE VET students wishing to receive an ATAR contribution for the Unit 3 & 4 sequence will be calculated using 10% of the primary four scaled studies.

VCAL: Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

Training & Employment Outcomes

Completion of the VCE VET Automotive program leads to the award of a qualification that articulates to further qualifications within the Automotive Industry including diesel mechanic, automotive mechanic, etc.

Program Details

1st Year

- Follow environmental and sustainability best practice in automotive workplace
- Follow safe working practices in an automotive workplace
- Identify automotive electrical systems and components
- Inspect, test and service batteries
- Identify automotive mechanical systems and components
- Carry our basic vehicle servicing operations
- Dismantle and assemble single cylinder four-stroke petrol engines
- Use and maintain tools and equipment in an automotive workplace

2nd Year

- Communicate effectively in an automotive workplace
- Resolve routine problems in an automotive workplace
- Operate electrical test equipment
- Identify automotive electrical systems and components
- Inspect, test and service batteries
- Identify automotive mechanical systems and components
- Dismantle and assemble single cylinder four-stroke petrol engines

Cranbourne VET – Certificate II in Building and Construction (Partial Completion)

The Certificate II in Building and Construction is a partial completion of the course that aims to provide students with the knowledge and skills to enhance their employment prospects in the building and construction industry. Upon successful completion of the program, students have achieved approximately two-thirds of the pre-apprenticeship certificate. Students wishing to complete the entire pre-apprenticeship certificate need to undertake additional modules.

Special Requirements

Students are required to have the following at all classes:

- Hi-vis polo shirt and beige work shorts
- Safety work boots (steel capped)

High level Maths and English skills are recommended

Contribution to the VCE / VCAL

VCE: Students who undertake a qualification from the VCE VET building and construction program will be eligible for up to five units credit towards their VCE: up to three units at Unit 1 & 2 and a Unit 3 & 4 sequence. Building and construction is NOT a scored program. VCE/VET students wishing to receive an ATAR contribution for the Unit 3 & 4 sequence will be calculated using 10% of the primary four scaled studies.

VCAL: Two units towards the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

Training & Employment Outcomes

Completion of the VCE/VET Automotive program leads to the award of a qualification that articulates to further qualifications within the Automotive Industry including diesel mechanic, automotive mechanic, etc.

Program Details

1st Year

- Work effectively and sustainably in the construction industry
- Conduct workplace communication
- Carry out measurements and calculations
- Apply OHS requirements/policies/procedures in construction industry
- Identify and handle carpentry tools and equipment

2nd Year

- Provide basic emergency life support
- Prepare for work in the construction industry
- Introduction to scaffolding and working platforms
- Levelling
- Safe handling and use of plant and selected portable power tools
- Basic setting out
- Sub-floor framing
- Wall framing
- External cladding

Cranbourne VET – Certificate II in Dance (VCE-VET)

The Certificate II in Dance aims to provide students with the knowledge and skills to enhance their employment prospects in the Dance industry.

Special Requirements

Students are required to have the following at all classes:

- USB
- Drink bottle
- Dance attire

Contribution to the VCE / VCAL

VCE: Students undertaking the VCE/VET Dance are eligible for credit of up to four VCE/VET units on their VCE statement of Results – two units at Unit 1 & 2 (first year) and a Unit 3 & 4 sequence (second year). Students may accumulate VCE/VET units over more than one year. Students wishing to receive an ATAR contribution for CUA20113 must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

VCAL: Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

Training & Employment Outcomes

The Certificate III in Dance is an ideal introduction to enter the world of Dance. Completing this certificate course provides a pathways or entry level program for the higher level Certificate III, IV and Diploma in a range of Dance areas.

Program Details

1st Year

- Work effectively with others
- Develop basic dance techniques
- Perform basic jazz dance techniques
- Perform basic contemporary techniques
- Perform basic street techniques
- Follow basic safe dance practices
- Develop a basic level of physical condition for dance performance

2nd Year

- Incorporate artistic expression into basic dance performances
- Increase depth of jazz dance techniques
- Increase depth of contemporary techniques
- Increase depth of basic street techniques
- Develop and apply creative arts industry knowledge
- Prepare for performances
- Develop audition techniques

Cranbourne VET – Certificate II in Engineering Studies (VCE-VET)

The Certificate II in Engineering Studies aims to provide participants with the foundation knowledge and skills to achieve competencies which will enhance the employment prospects within the manufacturing, engineering and related industries.

Special Requirements

Students are required to have the following at all classes:

- Uniform in line with Personal Protective Equipment requirements – to be advised
- Safety work boots (steel capped)

High level of Maths and English skills are recommended.

Contribution to the VCE / VCAL

This program may provide VCE Units at Unit 1 & 2 level, and additional units along with a study score at Unit 3 & 4 level.

Two units towards the Industry Specific Skills strand for VCAL may also be applicable.

Please refer to VET Coordinator for more details.

Training & Employment Outcomes

Completion of the Certificate II Engineering studies program leads towards further qualifications within the diverse options of the manufacturing, engineering and related industries

Program Details

1st Year

- Apply OHS requirements/policies/procedures in a work environment
- Report on a range of sectors in the manufacturing, engineering and related industries
- Use hand tools
- Select and interpret drawings and prepare three dimensional (3D) sketches and drawings
- Perform basic machining processes
- Apply basic fabrication techniques
- Use power tools/hand held operations
- Perform metal machining operations

2nd Year

- Undertake a basic engineering project
- Perform intermediate engineering computations
- Produce basic engineering components and products using fabrication and machining operations
- Perform basic welding and thermal cutting processed to fabricate engineering structures

Cranbourne VET – Certificate II in Furniture Making (VCE-VET)

The Certificate II in Furniture Making provides students with the knowledge and skills to enhance their employment prospects in the furnishing industry. The program will enable participants to gain a recognised qualification and make a more informed choice of vocation and career paths.

Structured workplace learning is not required in this program, although it is highly recommended if you can secure a work placement as this might assist you in finding an apprenticeship.

This is a Scored VCE/VET program.

Special Requirements

Students are required to have the following at all classes:

- Hi-vis polo shirt and beige work shorts
- Safety work boots (steel capped)

High level of Maths and English skills are recommended.

Contribution to the VCE / VCAL

Scored assessment is available for MSF20516 Certificate II in Furniture Making Pathways.

Students wishing to receive an ATAR contribution for VCE/VET Furnishing must undertake scored assessment. This consists of three coursework tasks, worth 66% of the overall study score, and an end of year examination which is worth 34% of the overall study score.

Scored assessment is based on the Units 3 & 4 sequence of VCE/VET Furnishing.

Training & Employment Outcomes

Completion of the VCE/VET Furniture Making program leads to the award of a qualification that articulates to further qualifications within the diverse options of the Building and Design industries.

Program Details

Certificate II in Furniture Making Pathways (MSF20516)

1st Year

- Develop a career plan for the furnishing industry
- Participate in environmentally sustainable work practices
- Demonstrate care and apply safe practices at work
- Prepare surfaces
- Select and apply hardware
- Join furnishing materials
- Make simple timber joints
- Interact with computing technology

2nd Year

- Use furniture making sector hand and power tools
- Assemble furnishing components
- Undertake a basic furniture making project
- Make measurements and calculations

Cranbourne VET – Certificate II in Kitchen Operations (VCE-VET)

The qualification is designed to reflect the role of employees who perform a range of tasks in hospitality establishments. Students who complete the full VCE/VET program will receive Certificate II in Hospitality (Kitchen Operations). This can lead to other Hospitality qualifications including apprenticeships and traineeships.

Special Requirements

Details of uniform requirements, equipment and textbooks to be purchased by students will be provided prior to commencement.

Training & Employment Outcomes

Further training opportunities are available in apprenticeship/traineeship in hospitality or management, or dual award studies in Diploma of Hospitality Management/Diploma of Events Management.

Employment opportunities include: motels, nightclubs, restaurants, cafés, function centre, gaming venues, hotels.

Contribution to the VCE / VCAL

VCE: Students who complete the Certificate II in Hospitality (Kitchen Operations) will be eligible for two units at Unit 1 & 2 and a Unit 3 & 4 sequence credit towards their VCE. Students wishing to receive an ATAR contribution for VCE/VET Hospitality must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

VCAL: Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

Program Details

1st Year

- Organise and prepare food
- Present food
- Receive and store kitchen supplies
- Clean and maintain kitchen premises
- Use basic methods of cookery
- Develop and update hospitality industry knowledge
- Work with colleagues and customers
- Work in a socially diverse environment
- Follow health, safety and security procedures
- Follow workplace hygiene procedures

2nd Year

- Prepare appetisers and salads
- Prepare stocks, sauces and soups
- Prepare vegetables, fruit , eggs and farinaceous dishes
- Select, prepare and cook poultry
- Prepare food and cold desserts
- Prepare, cook and serve food for food service

Cranbourne VET – Certificate III in Information Digital Media and Technology (1st & 2nd Year) (VCE-VET)

VCE VET

The Certificate III in Information, Digital Media & Technology aims to provide participants with the foundation knowledge and skills to achieve competencies which will enhance the employment prospects within the information technology industry.

Special Requirements

Students are required to have the following at all classes:

- 4GB USB memory stick

Year 10 level of Maths or higher is recommended.

Training & Employment Outcomes

The Certificate III in Information, Digital Media & Technology is an ideal introduction to enter the dynamic world of information technology. Completing this certificate course provides a pathways or entry level program for the higher level Certificate IV and Diploma in a range of IT areas. Future career paths include: Database Administrator, Games Artist, Designer Programmer, Information Technology Manager, Software Testing, Systems Administration, etc.

Contribution to the VCE / VCAL

VCE: Students undertaking the VCE/VET Information, Digital Media & Technology program are eligible for credit of up to four VCE/VET units on their VCE statement of Results – two units at Unit 1 & 2 (first year) and a Unit 3 & 4 sequence (second year). Students may accumulate VCE/VET units over more than one year. Students wishing to receive an ATAR contribution for ICA30105 Certificate III in Information, Digital Media & Technology must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

VCAL: Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

Program Details

1st Year

- Operate application software packages
- Participate effectively in WHS communication and consultation process
- Work and communicate effectively in a n ICT environment
- Run standard diagnostic tests
- Produce digital images for web
- Use social media tools for collaboration
- Implement and monitor environmentally sustainable work practices
- Care for computer hardware
- Organise personal work priorities and development
- Apply simple modelling techniques

2nd Year

- Create user documentation
- Install and optimise operating system software
- Install, configure and secure a small office or home office network
- Provide ICT advice to clients
- Maintain equipment and software
- Create a simple mark-up language document
- Build simple websites using commercial programs
- Review and maintain a website

Cranbourne VET – Certificate III in Sport and Recreation (1st and 2nd year) (VCE-VET)

This program is designed to introduce the student to the employment and educational opportunities within the Sport and Recreation industries. The focus of the program will be on developing the skills, knowledge and confidence to work in the area of community recreation. Students will develop leadership and organisational skills through theory and practical sessions, in the classroom, the workplace and on a camp. Students who complete the full VCE/VET program will receive Certificate III in Sport and Recreation and a Statement of Attainment for additional units of competence providing credit towards other sport and recreation qualifications.

Training & Employment Outcomes

Completion of the VCE/VET Sport and Recreation program leads to the award of a qualification that articulates to further qualifications within the Sport and Recreation Training Packages listed below:

- Outdoor Recreation
- Fitness
- Community Recreation
- Sport Industry

Contribution to the VCE / VCAL

VCE: Students who undertake a qualification from the VCE/VET Sport & Recreation program will be eligible for up to five units credit towards their VCE: up to three units at Unit 1 & 2 and a Unit 3 & 4 sequence. Sport & Recreation is a scored program. Students wishing to receive an ATAR contribution for the Unit 3 & 4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

VCAL: Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

Program Details

Units delivered over 2 years may include:

1st Year

- Develop and extend critical creative thinking
- Organise personal work priorities and development
- Provide First Aid
- Use social media tools
- Demonstrate bushwalking skills in a controlled environment
- Demonstrate navigation skills in a controlled environment
- Demonstrate surf survival and self rescue skills
- Demonstrate basic controlled surfing manoeuvres
- Provide customer service
- Respond to Emergency situations
- Follow work health and safety policies

2nd Year

- Provide orientation/health screening
- Instruct and monitor fitness programs
- Conduct basic warm-up and cool-down program
- Plan/conduct sport and recreation session
- Facilitate groups
- Provide public education on use of resources
- Undertake risk analysis of activities
- Manage conflict

SELLEN and Chisholm VET Programs

VCAL students have the opportunity to choose from a broad range of VET subjects delivered through the SELLEN network, or through Chisholm TAFE.

SELLEN VET programs are offered in each of the following career field areas:

- ARTS, MEDIA AND PRINTING
- AUTOMOTIVE
- BUILDING & CONSTRUCTION
- BUSINESS
- COMMUNITY SERVICES, HEALTH & EDUCATION
- ELECTRONIC TRADE
- HOSPITALITY
- INFORMATION TECHNOLOGY
- ENGINEERING AND SCIENCE
- PRIMARY INDUSTRIES
- RETAIL
- SPORTS & RECREATION

Updated information will be published as it becomes available. In the meantime, please refer to the Careers Office or the VET Coordinator for more information about these options.

Vocational Guidance and Course Research Directory

TAFE Course Directories - This book lists all the available courses in the TAFE system, the colleges (and campuses) at which they are offered and the prerequisites required.

Tertiary Institution Handbooks - Lists all the courses available and the prerequisites.

Centrelink Career Information Centre: First Floor, 176 Bridge Road Richmond Vic 3121

JOB GUIDE: www.joboutlook.gov.au lists approximately 600 occupations, the description involved and the training required.

COURSELINK: www.vtac.edu.au A computer program where students are able to list their VCE subjects and the program will give them a list of institutions and courses for which they are eligible. Follow link at VTAC website.

VCAA: www.vcaa.vic.edu.au for all VCE information, including course outlines and past exams.

MYFUTURE: www.myfuture.edu.au is a comprehensive career information service. It has a career exploration tool, career information, advice for those supporting others making decisions.

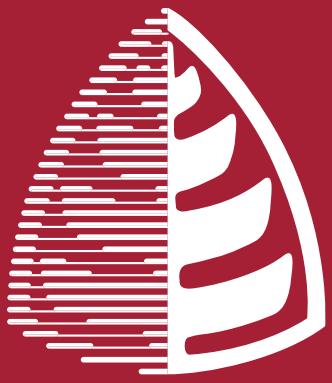
STUDY ASSIST: www.studyassist.gov.au gives information for Commonwealth supported students about costs and payments of fees. It replaces HECS.

JOB ACTIVE: www.jobactive.gov.au Australian Government's key employment program

CAREERS ONLINE: www.careersonline.com.au Excellent Job Search Site, with information modelled on Job Guide, including details of training and descriptions of 1000+ jobs.

APPRENTICESHIPS AND TRAINEESHIPS: www.australianapprenticeships.gov.au
Targets students, employees, job seekers and careers teachers with information on all aspects of new apprenticeships, training, wages and case studies of individuals.

TERTIARY INSTITUTIONS
Provide information on courses, studying, events and open days, admissions, scholarships, accommodation.
Monash: ..... www.monash.edu.au
Melbourne: ..... www.unimelb.edu.au
Latrobe: ..... www.latrobe.edu.au
Deakin: ..... www.deakin.edu.au
Ballarat: ..... www.ballarat.edu.au
Swinburne: ..... www.swin/edu.au
Victoria Uni: ..... www.vu.edu.au
RMIT: ..... www.rmit.edu.au
Holmesglen: ..... www.holmesglen.vic.edu.au
Box Hill: ..... www.bhtafe.edu
Swinburne TAFE: .....www.tafe.swin.edu.au



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