

# Later Years

# 2010



The Grange

P-12 COLLEGE



# COURSE HANDBOOK

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# LATER YEARS COLLEGE PERSONNEL

[Click on name to email](#)

**Angelique den Brinker**  
College Principal

[David Smillie](#)  
Later Years Principal

**Joanne Camozzato**  
Welfare Principal

[Simon Schorback](#)      [George Lekatsas](#)  
Yr 12 Leaders

[Shaun McGuinness](#)      [Gareth Young](#)  
Yr 11 Leaders

[Richard Towers](#)  
Careers & Pathways

[Sarah Papadopolous](#)  
Managed Individual Pathways

[Sandra Avellino](#)  
VET Leader

[George Lekatsas](#)  
VCAL Leader

# PRINCIPAL'S MESSAGE

Our goal at The Grange P-12 College is to ensure all students complete Year 12. To achieve this we offer a comprehensive VCE/VCAL program designed to meet the needs of individual students. As you read this booklet and think about your course, always keep in mind that the College is here to assist you. Staff will help you with your choices to develop your preferred pathway.

The next two years are stepping-stones in your future, an important beginning into your future pathway. You need to think about where you see yourself in five or six years time; that is, what university course, TAFE certificate, training or work you may be doing. Research what it will take you to get there. You will need to ask for help, use the schools resources and talk to people about how they entered their careers. Seek out advice not just from friends but from those who know the correct advice to give. The school will provide you with assistance and support. I encourage you to discuss your options with staff.

When choosing your VCE/VCAL program, choose one that provides you with a number of pathways. Consider seriously the options and flexibility that are available within the certificate. When you are selecting your programs for university or TAFE make sure that your program is checked and that it meets the entrance requirement for the courses that you wish to apply for at the end of Year 12. Mr Towers, the Careers Counsellor and Sara Papadopoulous, the MIPS coordinator, can help you with this.

VET programs are being promoted at The Grange because they provide a link between the theory and practice and we believe they are a sound basis for learning and future career directions. The school is a Registered Training Organisation in Information Technology, Business & Music Industry. That means The Grange is the equivalent of a TAFE running accredited training programs. These programs can also provide opportunities for School Based New Apprenticeships and post-school apprenticeships and traineeships, which involve ongoing employment as well as completion of the VCE/VCAL. VET units are equal to VCE units. These programs are now part of the VCE/VCAL certificate and are considered in the calculation of the ATAR as all other subjects.

By the end of this term you will complete your initial selections and hand them in so that we can construct a timetable for next year. The college will try to offer as many subjects as possible, however we cannot guarantee that all subjects will go ahead. Students will be counselled so that the integrity of your courses and your career directions can be maintained. Remember that very few VCE/VCAL subjects are so integral to a program that they cannot be replaced while at the same time still meeting the requirements of the course.

Good luck with your deliberations and remember to ask for assistance if you are unsure.

Angelique den Brinker  
College Principal  
The Grange P-12 College

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# INTRODUCTION

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## Studies and Units

Most studies have four **units**. But you don't have to do all four. Each unit lasts one **semester**, or half-year. Units 1 and 2 are usually taken in Year 11. Units 3 and 4 are usually taken in Year 12. You may take Units 1 and 2 as single units – that is, just the Unit 1 or just the Unit 2 – you *must* take Units 3 and 4 as a **sequence**.

## Your VCE program

Your VCE program is the complete list of VCE units you do over the two years. It is recommended that you consider as broad a VCE as possible to provide flexible pathways.

Usually this list will consist of 20 to 24 units (or five to six studies, each of four units).

The bare minimum is 16 units. You can't get the VCE by doing fewer.

Regardless of how many units you do altogether, you *must* do:

At least three units of English, plus

A sequence of Units 3 and 4 in three studies apart from English.

## Assessment and Reporting

Judgements about satisfactory completion are based on **learning outcomes**.

Each revised unit of study has between two and four outcomes.

For all studies, the school decides whether you have satisfactorily completed a unit by achieving the learning outcomes.

## Level of performance

For Units 1 and 2, there are specific tasks called **assessment tasks** that are set by subject teachers, which will measure your level of performance.

For Units 3 and 4, there are additional types of assessment, for which you get grades as well as an 'S' or an 'N'. These graded assessments are either school assessed or examinations. Each study has three graded assessments over Units 3 and 4, either two school assessments and one examination or one school assessment and two examinations.

## School assessment

There are two kinds of school assessment. The first is called **coursework assessment** (SACs). This assesses how you have performed the assessment tasks specified in the Study Design.

The second is called a **school-assessed task** (SATs). This kind of task will follow the specifications set by the Victorian Curriculum Assessment Authority.

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# MY PROGRAM

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Student name: \_\_\_\_\_

Student's interest / career pathways or goals:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## UNITS ONE AND TWO

ENGLISH					
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## UNITS THREE AND FOUR

ENGLISH					
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# THE ARTS

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## MEDIA

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### **Introduction**

The media have a significant impact on people's lives. The media entertain, educate, inform and provide channels of communication. The media not only comment on culture, they reflect the society which creates them. The study of media includes media forms such as the press, radio, film, TV, and photography, and media processes such as publishing, advertising, news production, and popular culture.

### **Structure**

The study is made up of four units:

**Unit 1:** Representation and technologies of representation

**Unit 2:** Media production and the media industry

**Unit 3:** Narrative and media production design

**Unit 4:** Media process, social values and media influence

“I have learnt how to design and create my own magazine as well as many other aspects of the media industry.”  
*Muna Baker (VCE 2006).*

### **Current teacher for questions:**

**George Lekatsas**

**Anna Sheils**

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## GUIDELINES TO THE UNITS

### **Unit 1.**

Students develop an understanding of the relationship between the media, technology and the representations present in media forms. Students also develop practical and analytical skills in a study of the production of media products and explore the creative and cultural implications of new media technologies.

### **Unit 2.**

Students develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills and analyse issues concerning the media production process. Students also develop an understanding of media industry issues and developments.

### **Units 3.**

Students develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional media texts. Students also develop practical skills through undertaking exercises related to aspects of the design and production process.

### **Unit 4.**

Students further develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. Students also develop an awareness of the role of social values in the construction of media texts and critically analyse issues raised about the role and influence of the media.

**Levels of Achievement for Units 3 and 4** are based on School assessed coursework and an end-of-year examination.

- Unit 3 and 4 school assessed coursework: 20 per cent
- Unit 3 and 4 school assessed task: 35 per cent
- Units 3 and 4 Written examination: 45 per cent

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# STUDIO ARTS

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## **Introduction**

Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the process of design. It enables students to specialise in a particular form of studio production. Students generate, explore and communicate ideas through specific studio forms and develop and use specialised skills in a range of media and techniques. The theoretical component of the study informs students' practice through an investigation of how selected studio forms have developed, an examination of artists' working methods and a study of professional practices and art industry issues.

## **Structure**

**Unit 1:** Artistic inspiration and techniques

**Unit 2:** Design exploration and concepts

**Unit 3:** Studio production and professional practice

**Unit 4:** Studio production and industry contexts

## **Current teachers for questions:**

**Bernard Kiely**

**Brenton O'Callaghan**

"I love Studio Arts because it is fascinating and I can express myself in an enjoyable way."

*Prudence Delalande*

*(VCE 2006)*

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## GUIDELINES TO THE UNITS

### **Unit 1**

The focus of this unit is the investigation of sources of inspiration, which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations is also examined.

### **Unit 2**

The focus of this unit is to establish an effective design methodology for the production of art works and develop skills in the analysis of art works.

### **Unit 3**

The focus of this unit is the implementation of the design process leading to the production of a range of solutions. Students also examine traditional and contemporary practices of artists together with the ways in which artists develop distinctive styles and approaches to subject matter.

### **Unit 4**

The focus of this unit is to produce a cohesive folio of finished art works which resolves the aims and intentions set out in the work brief formulated in Unit 3. Students also examine different components of the arts industry and issues relating to the public display, promotion and critique of art works.

## **Levels of achievement**

### **Unit 1 and 2**

Individual school decision on levels of achievement.

### **Unit 3 and 4**

School-assessed tasks and an end-of-year examination

- Unit 3 school-assessed coursework: 33 per cent
- Unit 4 school-assessed coursework: 33 per cent
- Units 3 and 4 examination: 34 per cent

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# VISUAL COMMUNICATION AND DESIGN

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## **Introduction**

This study is intended to assist students in the understanding, use and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication, which includes an understanding of, and application of, drawing and drawing convention, design elements, and principles and function of design in communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

## **Structure**

The study is made up of four units:

**Unit 1:** Visual Communication

**Unit 2:** Communication in context

**Unit 3:** Visual communication practices

**Unit 4:** Designing to a brief

*Current teacher for questions:*

**Luke Sinclair**

“I chose graphics because it gives me a chance to draw in a style that I like, yet still communicates information.”

*Arnold Sensourinh  
(VCE 2006)*

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## GUIDELINES TO THE UNITS

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### **Unit 1**

The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students will also be introduced to the Design Process.

### **Unit 2**

The main purpose of this unit is to enable students to develop practical skills by generating images and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually will be explored through analysing the work of others. The Design Process will be applied by modifying existing final presentations for specified audiences.

### **Unit 3**

The main purpose of this unit is to enable students to apply the Design Process to visually solve design problems in the form of a folio of finished work. Students will investigate and produce essays and reports on the production of visual communications in a professional setting, and evaluate examples of visual communication produced.

### **Unit 4**

The main purpose of this unit is to enable students to prepare one brief, and design and produce developmental work for two final presentations based on the brief for a client.

**Levels of Achievement for Units 1 and 2** are a matter for individual school decision on levels of achievement.

**Levels of Achievement for Units 3 and 4 Group Performance** are based on School assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 33 per cent
- Unit 4 school assessed task: 33 per cent
- Units 3 and 4 examination: 34 per cent

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# BUSINESS STUDIES

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## ACCOUNTING

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### **Introduction**

This study focuses on the procedures of accounting and finance and the way in which these may be used. The study examines the processes of recording and reporting financial information to provide users with appropriate information for planning, control and effective decision-making.

### **Structure**

The study is made up of four units:

Unit 1: Establishing and operating a service business

Unit 2: Accounting for a trading business

Unit 3: Recording and reporting for a trading business

Unit 4: Control and analysis of business performance

All units focus on accounting and financial operations for sole-proprietor small business. Students will be introduced to the use of information technology in accounting procedures in all units.

**Current teacher for questions:**

**Esther Hahne**

“I consider accounting beneficial for anyone considering employment in the finance sector.”

*Vanessa Mifsud*  
(VCE 2006)

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## GUIDELINES TO THE UNITS

### **Unit 1**

This unit introduces the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Students will learn about the role of accounting in effective decision-making.

### **Unit 2**

This unit introduces an accounting system based on the accrual approach for recording and reporting, which recognises the impact of credit transactions, including stock. Students look at tools of analysis and interpretation in order to assist in the evaluation of business performance. Students are introduced to the Quickbooks accounting software package.

### **Units 3 and 4**

Units 3 and 4 are designed to be taken as a sequence. While each has its particular application both examine the underlying principles and professional practices of accounting, the managerial role of the accountant and likely future directions in accounting. Unit 3 introduces a double entry system using the accrual basis of accounting for sole proprietor trading businesses. Unit 4 focuses upon accounting information for management, and the uses made of information to promote management effectiveness.

### **Entry**

Students who enter the study at Unit 3 may need to undertake preparatory work related to Unit 2.

**Levels of Achievement for Units 3 and 4** are based on School assessed coursework and examination

Unit 3 school assessed coursework:	17 per cent
Unit 4 school assessed coursework:	17 per cent
Mid-year examination:	33 per cent
End-of-year examination:	33 per cent.

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# BUSINESS MANAGEMENT

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## **Introduction**

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. The study involves looking at the theory and practice of managing different business types and sizes. Each unit examines some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice. The subject would be of interest to those interested in operating their own business or wanting to undertake further study in management/commerce/finance at university or TAFE.

## **Structure**

The study is made up of four units:

**Unit 1:** Small business management

**Unit 2:** Management and communication

**Unit 3:** Corporate management

**Unit 4:** Managing change and people

“Business management has given me a good understanding of what is involved in being a manager and of the business world in general.”  
*Catherine Gatto (VCE 2006)*

## **Current teachers for questions:**

Vince D’Elia

Charmaine De Sousa

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## GUIDELINES TO THE UNITS

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### **Unit 1**

This unit studies general business concepts, which apply to the management of organisations of varying size, complexity or industry setting. It also involves a consideration of the range of activities related to planning and operation of a small business.

### **Unit 2**

This unit studies the importance of communication in business. It commences with a general introduction and then focuses on the key function areas of marketing and public relations.

### **Unit 3**

This unit examines the role and importance of large-scale organisations. It considers the internal environment of business including structures, culture, management styles and skills. The unit concludes with a study of the core function of operations management.

### **Unit 4**

This unit examines the human resource (people) management practices and processes and concludes with a study of the management of change

**Assessment** will be drawn from demonstrated achievement of the set of outcomes specified for the unit through a range of tasks including practical activities, case studies etc.

**Levels of Achievement for Units 1 and 2** are a matter for individual school decision on levels of achievement.

**Levels of Achievement for Units 3 and 4** are based on School assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 per cent.

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# LEGAL STUDIES

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## **Introduction**

This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way the law evolved historically, is generated, is structured, operates and can be evaluated and reformed.

## **Structure**

The study is made up of four units:

**Unit 1:** The individual and the law

**Unit 2:** Civil law and the law in focus

**Unit 3:** Law making

**Unit 4:** Dispute resolution

## **Current teachers for questions:**

**Lauren Swanson**

**Vince D'Elia**

“Legal Studies combines the study of politics, general law principles and the legal system that keeps our country working.”  
*Sarah Guthrie 2006.*

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## GUIDELINES TO THE UNITS

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### **Unit 1**

This unit introduces sources of law, the need for law, the nature of criminal law, and the role of law enforcement agencies.

### **Unit 2**

This unit focuses on the effective resolution of civil disputes and the processes and procedures involved in civil litigation. The unit also investigates alternative dispute resolution and provides students with the opportunity to explore contemporary legal issues.

### **Unit 3**

This unit focuses on the institutions, which determine laws, and the processes by which laws are made.

### **Unit 4**

This unit focuses on the court tribunals as alternative avenues of dispute resolution, and processes and procedures, which operate within the legal system.

**Assessment of Outcomes** will be drawn from demonstrated achievement of the set of outcomes specified for the unit.

**Levels of Achievement for Units 1 and 2** are a matter for individual school decision on levels of achievement.

**Levels of Achievement for Units 3 and 4** are based on School assessed coursework and an end-of-year examination.

- Unit 3 school assessed coursework: 25 per cent
- Unit 4 school assessed coursework: 25 per cent
- Units 3 and 4 end-of-year examination: 50 per cent

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# ENGLISH

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## ENGLISH / ESL

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### **Introduction**

This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

### **Current teachers for questions:**

**Yr 12**

**Gareth Young**

**Taryn Godley**

**Kim Ireland**

**George Lekatsas**

**Yr 11**

**Gareth Young**

**Glenn Kellam**

**Susannah Fraser**

**Tamsin Metcher**

**Anna Sheils**

**Kim Ireland**

**Gary Dahl**

“English is an excellent subject because it informs students of the current socio-political and cultural issues that society faces.”  
*Heidi Sandstrom (VCE 2007)*

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## GUIDELINES TO THE UNITS

### **Unit 1**

The focus of this unit is the reading of a range of texts, with comprehension, enjoyment and discrimination, development of competence and confidence in writing, and the use of and response to oral language in different contexts.

### **Unit 2**

The focus of this unit is on a variety of forms of response to texts, experimentation with different written forms, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

### **Unit 3**

The focus of this unit is the development of critical responses to (both print and non-print) texts, including media texts and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings. Students also develop ideas in different writing styles and forms within the framework of a chosen context.

### **Unit 4**

The focus of this unit is the development of critical responses to both print and non-print texts, and the achievement of competence and confidence in writing for different purposes and audiences in a variety of forms, within the framework of a chosen context.

**Levels of Achievement for Units 1 and 2** are a matter for individual school decision on levels of achievement.

**Levels of Achievement for Units 3 and 4** are based on School-assessed coursework and examinations.

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent

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# ENGLISH LITERATURE

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## **Introduction**

Literature involves the study and enjoyment of a wide range of literary texts; classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate and give insight into the nature of experience. Literature is an interactive study between the text, the social \political \economic context in which the text was produced and the experience of life and of literature that the reader brings to the text.

### **Current teacher for questions:**

**Gareth Young**  
**Taryn Godley**

“English Literature is such a great subject because it allows you to develop valuable skills in the use of the English language.”  
Bridget Coloca  
(VCE 2007)

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## GUIDELINES TO THE UNITS

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### **Unit 1**

This unit enables students to develop effective reading strategies, to examine the ideas and views of life which are presented in the literature studied and relate what they read to their own lives. The unit covers various kinds of literature.

### **Unit 2**

This unit focuses on developing reading strategies and personal responses to literature, and to an understanding of how themes and ideas in texts relate to personal and social experiences. It covers a variety of literature.

### **Unit 3 and 4**

The study of literature is a means of exploring human experience. It involves asking questions such as: whose experiences and what experiences are given voice in the text? How are they created through the use of language and literary devices? What does the text’s representation of characters and events suggest about the values and views of the text? These units examine such questions and involve students in analysing a range of texts, developing skills in reading closely and critically and discussing and debating various ways of interpreting and evaluating texts.

### **Satisfactory completion**

Demonstrated achievement of the set of outcomes specified for the unit.

### **Levels of Achievement**

#### **Units 1 and 2**

The individual school will determine levels of achievement.

#### **Units 3 and 4**

School assessed coursework and an end-of-year examination

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 percent.

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# HEALTH & PE

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## HEALTH AND HUMAN DEVELOPMENT

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### **Introduction**

The central focus of the Health and Human Development study is to examine the factors that promote well being in individuals, families and communities. This study aims to develop an understanding of the relationship between health and human development.

### **Structure**

The study is made up of four units:

**Unit 1:** Youth Health and Development

**Unit 2:** Individual and Community Health and Development

**Unit 3:** Nutrition, Health and Development

**Unit 4:** Global Health and Development.

### **Current teachers for questions:**

**Kirra Hutchings**

**Felicity Nagel**

“Health and Human Development is an interesting subject which depicts the many factors influencing society and also the health and development of an individual.”

*Amanda Walsh (VCE 2006)*

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## GUIDELINES TO THE UNITS

### **Unit 1: Youth Health and Development**

The transition from childhood to adulthood is a time that brings about enormous changes in physical, social, emotional and intellectual development. In general, the health status of male and female youth in Australia is good and continues to improve. However there are also many challenges to maintaining optimum health and development for youth.

### **Unit 2: Individual and Community Health and Development**

This unit examines the key roles that families, communities and governments play in optimising development across the lifespan. This unit also examines the inequities which exist for different social and cultural groups in Australia today.

### **Unit 3: Nutrition, Health and Development**

Australians are among the healthiest people in the world. However a diversity of health outcomes are evident within our population as a result of a range of determinants that include factors such as biology, socio-economic, environment, inherited lifestyle, behaviour, knowledge, attitudes and beliefs. Nutrition is an important determinant of health and development outcomes and considerable evidence supports food intake as a protective factor against a number of diseases across the lifespan.

### **Unit 4: Global Health and Development**

This unit enables students to examine the developmental changes that occur as individuals move through the lifespan and explore inherited factors that determine developmental potential. Students will also analyse the impact of a range of environmental factors that contribute to variations in health and developmental outcomes both between and within industrialised and developing countries.

**Levels of Achievement for Units 3 and 4** are based on School-assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent

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# PHYSICAL EDUCATION

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## **Introduction**

Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study, which is approached through both the study of, and participation in, physical activity.

## **Structure**

The study is made up of four units:

**Unit 1:** Learning and improving skill

**Unit 2:** The active body

**Unit 3:** Physiological and participatory perspectives of physical activity

**Unit 4:** Enhancing physical performance.

## **Current teachers for questions:**

**Shaun McGuinness**

**Peter Goodman**

“PE gives us the ability to be able to understand just how complex our body is in conjunction with physical activity.”

Kayla Slattery (VCE 2007)

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## GUIDELINES TO THE UNITS

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### **Unit 1**

This unit introduces how biomechanical and skill learning principles can be applied to motor skills to acquire and improve them. The unit also focuses on how coaches, coaching principles and techniques bring about improved training and performance.

### **Unit 2**

This unit focuses on how the musculoskeletal, cardio respiratory and energy systems contribute to physical activity. Also the unit investigates physical activities available to communities and classifies these in terms of experiences.

### **Unit 3**

This unit focuses on [participation patterns in physical activity and the National Physical Activity guidelines, with students assessing their own or others' activity levels. Settings based models and strategies are also used to explain physical activity promotion. The unit also focuses on providing energy for physical activity as well as fatigue mechanisms.

### **Unit 4**

This unit examines the components of fitness and fitness assessment from a physiological perspective. Students need to collect data (activity analysis) and consider aspects of fitness testing and training, including training principle application to various training methods, to apply theory in a practical way. This unit also contains strategies for enhancing sports performance.

**Levels of Achievement for Units 3 and 4** are based on School-assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent.

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# INFORMATION TECHNOLOGY

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## IT APPLICATIONS

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### **Introduction**

This study is designed to foster student confidence in becoming capable, responsible and ethical users of ICT and adapters of technology. The critical evaluation of the role of ICT in society and the use of selected hardware and software to solve information problems, aims to empower students to initiate or respond effectively to technological change in society and their future workplace.

### **Current teacher for questions:**

**Iqbal Hossain**  
**Sandra Avelino**

**“From this subject you can learn the life skills of creating databases, web pages and spreadsheets.”**  
Rebecca Terry VCE  
2006

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## GUIDELINES TO THE UNITS

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### **Unit 1 IT in Action**

The focus of this unit is the study of how individuals use, and can be affected by, information and communications technology in their daily lives. Students acquire and apply a range of knowledge and skills to create solutions for various communication purposes. They use web authoring/multimedia authoring, image editing and database management software to create solutions and information products to solve information problems.

### **Unit 2 IT Pathways**

The focus of this unit is how individuals and a variety of organizations use ICT. Students examine how networked information systems are used within organisations. They develop and apply knowledge and skills using programming or scripting language, web authoring/multimedia authoring and image editing software. Additionally students work collaboratively in teams to solve information problems.

### **Unit 3 IT Applications**

This unit focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where the use of ICT is commonplace. During this unit, students use database management software to solve information problems and web authoring software to create prototypes of websites.

### **Unit 4 IT Applications**

This unit focuses on how ICT is used by a variety of organisations to manage the storage, communication and disposal of data and information in order to minimise threats to the integrity of data and security of information, and to optimise efficient information handling. Students develop and acquire knowledge and skills in creating solutions and information products using spreadsheet and web authoring or multimedia authoring software.

**Assessment: Levels of Achievement for Units 1 and 2** are a matter for individual school decision on levels of achievement.

**Levels of Achievement for Units 3 and 4** are based on School-assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school assessed coursework: 25 per cent
- Unit 3 and 4 examinations: 50 per cent

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# LOTE

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## ITALIAN

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### **Introduction**

This study develops students' ability to understand and use a language, which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, and literacy.

"I did Italian because I was interested in learning a new language."  
*Rebecca Terry VCE 2006*

**Current teacher for questions:**  
**Dean Berger**

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## GUIDELINES TO THE UNITS

### **Unit 1**

The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit should allow the student to establish and maintain a spoken or written exchange, listen to, read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

### **Unit 2**

The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit will allow the student to participate in a spoken or written exchange, listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.

### **Units 3 and 4**

The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. In these units students undertake a detailed study of either Language and Culture through texts, or Language and Culture through VET. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.

### **Entry**

Italian is designed for students who will, typically, have studied Italian for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

**Levels of Achievement for Units 3 and 4** are based on School-assessed coursework and two end-of-year examinations.

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent

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# MATHEMATICS

## MATHEMATICS UNITS 1/2

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### **Introduction**

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modeling and problem posing solving.

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

## GUIDELINES TO THE UNITS

**Foundation Maths Units 1 and 2** provides for the continuing mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects including VET studies and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. Foundation Mathematics Units 1 and 2 do not provide a basis for undertaking Unit 3 and 4 studies in Mathematics.

The areas of study are:

- Space, shape and design
- Patterns and number
- Handling data
- Measurement

***Current teacher for questions:  
Peter Jablonsky***

**General Mathematics Units 1 and 2** is designed both to extend students' mathematical knowledge and skills beyond Year 10 level and to provide an appropriate foundation of students who wish to undertake Further Mathematics in Year 12. Topics covered are almost entirely areas of Mathematics with significant applications in a wide range of careers.

The areas of study are:

- Arithmetic
- Data analysis and simulation
- Algebra
- Graphs of linear and non-linear relations
- Decision and business mathematics
- Geometry and 'Trigonometry

***Current teachers for questions:  
Peter Jablonsky  
Harish Chand  
Anne Moncy***

**Mathematical Methods Units 1 and 2 CAS** is a demanding course which significantly extends students' knowledge in key areas of Algebra, Functions, Graphs and also introduces them to the fundamental ideas of Transformational Geometry (including Matrix Methods) and Calculus. Extensive use will be made of the TI-nspire CAS calculator. Any student undertaking Mathematical Methods CAS should have a strong background, particularly in Algebra, and should have achieved at least above average results for semester 1 and 2 examinations in Year 10

The areas of study are

- Functions and graphs
- Algebra
- Rates of change and calculus
- Probability

***Current teachers for questions:  
Rudy Birsa  
Iqbal Hossain***

# MATHEMATICS 3/4

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## Introduction

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities includes abstracting, providing, applying, investigating, modeling and problem solving. This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote student's awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes. All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

## GUIDELINES TO THE UNITS

### Further Mathematics

Further Mathematics covers a range of mathematical topics and techniques which are used in many day-to-day applications in a wide variety of careers. The course consists of a compulsory area of study 'Data analysis' and then a selection of three from six modules:

- Number patterns
- Geometry and trigonometry
- Graphs and relations
- Business related mathematics
- Networks and decision mathematics
- Matrices

#### Assessment of Outcomes

Unit 3 school assessed coursework:	20 %
Unit 4 school assessed coursework:	14 %
<u>Examination 1</u>	
Multiple choice question	33 %
<u>Examination 2</u>	
Four sets of extended answer questions:	33 %

#### Current teachers for questions:

**Cornelia Apopei**  
**Anne Moncy**  
**Iqbal Hossain**

“Doing Further Maths is very beneficial because it includes practical exercises such as business maths. It will also open up opportunities for further studies.”

*Jelena Ljubisic VCE 2009*

### Mathematical Methods

Mathematical Methods both consolidates and extends the material covered in Mathematical Methods Units 1 and 2. The main areas of study are:

- Functions and graphs
- Calculus
- Algebra
- Probability

#### Assessment of Outcomes

Unit 3 school assessed coursework:	20 %
Unit 4 school assessed coursework:	14 %
<u>Examination 1 (1 hour)</u>	
Short answer and extended answer questions completed <b>without the use of a calculator</b>	22 %
<u>Examination 2 (2 hours)</u>	
Multiple choice and extended answer questions:	44 %

#### Current teacher for questions:

**Angie Farag**

“Maths Methods is a challenging VCE subject but rewarding. Completing this study will widen your choice for tertiary studies and career options.”

*Ben Brown VCE 2009*

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# Specialist Mathematics

Specialist Mathematics is an advanced and demanding course. Concurrent enrolment in, or previous completion of, Mathematical Methods Units 3 and 4 is essential. The main areas of study are:

- Functions, relations and graphs
- Algebra
- Calculus
- Vectors
- Mechanics

The development of course content should highlight mathematical structure and proof. All of this material must be covered in a progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the units.

This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems, and computer algebra systems. In particular, students are encouraged to use graphics calculators and other both in the learning of new material and the application of this material in a variety of different contexts.

## Assessment of Outcomes

Unit 3 school assessed coursework: (Analysis tasks)	14 %
Unit 4 school assessed coursework: (Application tasks and tests)	20 %
<u>Examination 1 (1 hour)</u> Short answer and some extended answer questions completed <b>without the use of a calculator:</b>	22 %
<u>Examination 2 (2 hours)</u> Multiple choice and extended answer questions:	44 %

**Current teacher for questions:  
Angie Farag**

“If you are confident on your mathematical abilities and are willing to put in the effort, it’s a great way to extend the Physics and maths Methods studies. It is hard work but it pays off.”  
*Simra Azher, VCE 2009*

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# SCIENCE

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## BIOLOGY

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### **Introduction**

Biology is the study of living organisms, of life processes, and of the different levels of organization from the cell to the biosphere. It includes the study of interactions between organisms and between organisms and their environments. It considers the unity and continuity of life as well as diversity and change.

### **Structure**

The study is made up of four units:

**Unit 1:** Unity and diversity

**Unit 2:** Organisms in their environments

**Unit 3:** Signatures of life

**Unit 4:** Continuity and change

### **Current teachers for questions:**

**Simon Schorback**

**Harish Chand**

**Gunwant Kaur**

**Sheryn Toner**

“Biology is the study of living things. It is a fascinating and interesting subject”

Nupur Kanwar

VCE 2009

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## GUIDELINES TO THE UNITS

### **Unit 1**

This unit examines the cell as the structural and functional unit of the whole organism. Students investigate the needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments.

### **Unit 2**

The rich diversity of Australian ecosystems provides a variety of contexts for students to study the relationships between living things and their environment.

### **Unit 3**

In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomolecules and biochemical processes. Students consider the universality of DNA and investigate its structure.

### **Unit 4**

In this unit students examine evidence for evolution of life forms over time. Students explore hypotheses that explain how changes to species have come about.

### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. However, students who enter the study at Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher.

**Levels of Achievement for Units 3 and 4** are based on School assessed coursework, a mid-year examination and an end-of-year examination.

- Unit 3 school-assessed coursework: 17 per cent
- Mid-year examination: 33 per cent
- Unit 4 School-assessed coursework: 17 per cent
- End-of-year examination: 33 per cent

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# CHEMISTRY

## **Introduction**

Chemical processes are important in improving human health, preventing environmental problems and rehabilitating degraded environments. In this study of Chemistry a thematic approach has been adopted, and throughout the study contexts have been provided to apply chemical knowledge to technology and society. Students will investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues.

## **Current teachers for questions:**

**Cornelia Apopei**  
**Peter Jablonsky**

“Chemistry is about looking at things around us and understanding their behaviour using scientific means.”

Phillip Suniga  
VCE 2007

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## GUIDELINES TO THE UNITS

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### **Unit 1**

This unit examines a range of chemical processes and activities through the study of common materials. The chemical nature of materials is explored through an investigation of their and properties and their modification. All areas of study in this unit involve the design and performance of experiments.

### **Unit 2**

This unit examines a range of chemical reactions with the emphasis on the writing of chemical equations and performance of calculations based upon them. Students are encouraged to evaluate the environmental impact of human activity on the biosphere. All areas of the study involve the design and performance of experiments.

### **Unit 3**

This unit adopts a global perspective by examining the large-scale industrial production of some chemicals. The work of chemists in these industries is examined. Again design and performance of experiments is important in the unit.

### **Unit 4**

This unit examines the relationship between the production and use of energy in living and systems. It revisits concepts discussed earlier in the course and illustrates the development of chemical ideas within the context of the periodic table. Again design and performance of experiments is important in the course.

### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.

### **Levels of Achievement Units 3 and 4**

School assessed coursework, a mid-year examination and an end-of-year examination.

- Unit 3 school-assessed coursework: 17 per cent
- Unit 4 school-assessed coursework: 17 per cent
- Unit 3 examination: 33 per cent
- Unit 4 examination: 33 per cent.

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# PHYSICS

## **Introduction**

The study of Physics, by increasing understanding of the physical and social environment, has led to developments, which have profoundly influenced the world. This study covers the areas that traditionally are the basis of courses at this level, with an emphasis on the foundation areas of mechanics and electricity. A contextual approach to the study has been adopted so that students appreciate the relevance of physics to the physical, technological and social worlds.

“By undertaking this subject I feel challenged especially when exploring areas such as the universal laws of motion.”

*Daniel Dessman VCE 2009*

There is a significant emphasis throughout the physics course on problem solving. Employers and Universities are increasingly focussing on students who have developed a high competency level in this area.

## **Current teacher for questions:**

**Rudy Birsa**

**Angie Farag**

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## GUIDELINES TO THE UNITS

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### **Unit 1**

This unit covers nuclear physics, radioactivity and electricity.

### **Unit 2**

This unit covers Motion, Wave-like properties of light and one detailed study.

**Detailed studies:** Astronomy, Astrophysics, Energy and the nucleus, Flight, Sustainable energy sources or Medical physics.

### **Unit 3**

This unit covers motion in two dimensions, electronics and photonics and one detailed study.

**Detailed studies:** Einstein’s special relativity, Materials and their uses, Further electronics

### **Unit 4**

This unit covers electric power, interactions of light and matter and one detailed study.

**Detailed studies:** Synchrotron and applications, Photonics, Sound

### **Entry**

There are no prerequisites for entry into Units 1, 2 and 3, although students are advised to take Unit 2 before Unit 3. Students who enter the study without Units 1 and 2 should be willing to undertake some preparation as specified by the teacher. Students must undertake Unit 3 prior to Unit 4.

**Levels of Achievement for Units 3 and 4** are based on School-assessed coursework and examinations in June and December.

- Unit 3 School-assessed coursework: 17 %
- Unit 4 School-assessed coursework: 17 %
- Mid-year examination: 33 %
- End-of-year examination: 33 %

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# PSYCHOLOGY

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## **Introduction**

Psychology is the systematic study of thoughts, feelings and behaviour. As a science, psychology aims to describe, explain and predict behaviour; in doing so it relies on empirical procedures rather than intuition. The application of research methods in psychology allows students to develop useful skills in analytical and critical thinking and in making inferences. VCE Psychology is not intended as a prerequisite for tertiary studies in psychology. Rather, it provides a challenging yet accessible introduction to the science of psychology, allowing students to increase their knowledge of human behaviour.

### **Current teachers for questions:**

**Ellen Korkou**  
**Sarah Castle**  
**Kirra Hutchings**  
**Belinda Skinn**

“Psychology is a fun and challenging pathway which holds great rewards and knowledge, if you’re willing to put effort into your study.”  
*Paige Montgomery*  
VCE 2009

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## GUIDELINES TO THE UNITS

### **Unit 1**

In this unit students are introduced to the nature and scope of psychology as a scientific discipline. Examples of pro-social and anti-social behaviour and factors influencing their occurrence are investigated as well as the influence of groups on individual behaviour. Cognitive development and the changes that occur in human being’s understanding of themselves as they age is covered.

### **Unit 2**

In this unit biological bases of behaviour is introduced, focusing on the structure and role of the neuron and the nervous system in the transmission of information. Ways of describing normality are explored and related to the constructs of intelligence and personality. This area also examines how attitudes are formed, changed and measured and the relationship between attitude and prejudice is considered.

### **Unit 3**

This unit develops understanding of the biological bases of behaviour, visual perception and states of consciousness. It includes the role of the nervous system in understanding human behaviour, and the ways in which information is acquired, processed, stored and used.

### **Unit 4**

This unit develops understanding of the related areas of memory and learning. It is designed to enable students to develop knowledge and skills in research methods in psychology, and to relate the areas of study of learning and memory to everyday experience.

\* Research methods, statistical measures and ethical principles are integrated throughout units 1-4

### **Entry**

There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at unit 3 may need to undertake preparatory work.

### **Levels of Achievement Units 3 and 4**

School-assessed coursework and examination

- Unit 3 school-assessed coursework: 17 per cent
- Unit 4 school-assessed coursework: 17 per cent
- Unit 3 mid-year examination: 33 per cent
- Unit 4 end-of-year examination: 33 per cent.

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# HUMANITIES

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## HISTORY

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### **Introduction**

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records. The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

### **Structure and Units**

The study is made up of four units, organised as follows:

**Unit 1:** Twentieth-Century History (1900-1945)

**Unit 2:** Twentieth-Century History (since 1945)

**Units 3 and 4:** Revolutions

### **Current teachers for questions:**

**Sarah Castle**

**Liam Garrity**

“Revolutions is an intriguing class in which we learn about what it takes for people to rise up against their leaders.”

*Richard Browne*  
VCE 2006

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## GUIDELINES TO THE UNITS

Each History is treated as a separate study with its own structure, key knowledge and skill and assessment.

### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. There is no restriction on the number of histories a student may take.

**Levels of Achievement Units 3 and 4** school-assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 per cent.

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# TECHNOLOGY STUDIES

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## DESIGN AND TECHNOLOGY [Back To Contents Page](#)

### **Introduction**

This study engages student in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable for their intended purpose. Students also have opportunities to undertake production activities often related to industrial and commercial practices.

### **Current teachers for questions:**

**Bill Bain**  
**Mark Sewart**

“I chose to do Design and Technology because I particularly enjoy the idea of creating a metal or wooden project from start to finish.”

*Mitchell Davis*  
*VCE 2006*

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## GUIDELINES TO THE UNITS

### **Unit 1**

This unit focuses on the distinctive properties of materials, the selection of materials for specific purposes and the tools, equipment and machines used to process materials.

### **Unit 2**

This unit focuses on the origins of products, the considerations and constraints that may be imposed as products are developed and the impact of these constraints on product solutions.

### **Units 3 and 4**

In these units students explore the complex forces involved in the design and development of a product for the mass market. They also focus on how judgments of products can be informed by a comparison of products in terms of their quality, usefulness and appeal. The role and influence of product promotion and marketing are also considered.

### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

**Levels of Achievement for Units 3 and 4** are based on School assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 10 per cent
- Unit 4 school-assessed coursework: 10 per cent
- Units 3 and 4 School assessed task: 50 per cent.
- Units 3 and 4 examination: 30 per cent

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# FOOD AND TECHNOLOGY

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## **Introduction**

This study is designed to give students a greater understanding of food as a commodity and knowledge of food preparation and production from a small-scale perspective to mass production in industry. Students will develop skills in planning, preparation and evaluation of food products.

## **Structure**

The study is made up of four units:

**Unit 1:** Properties of food

**Unit 2:** Planning and preparation of food

**Unit 3:** Food preparation, processing and food controls

**Unit 4:** Food product development and emerging trends

“Food and Technology has allowed me to gain more knowledge on genetically modified foods, the processing of foods and consumers needs and requirements.”  
Brendan Frith-Winduss  
VCE 2007

## **Current teachers for questions:**

**Jeanette Williams**

**Elizabeth Stewart**

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## GUIDELINES TO THE UNITS

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### **Unit 1**

In this unit students are introduced to the diverse nature of food, how to prepare it and how to store it for best quality in terms of safety, health and aesthetics. Students study safe and hygienic food handling practices and apply these practices on the preparation of food. Food storage practices that maximise quality of raw and cooked food are also investigated.

### **Unit 2**

This unit provides students with the opportunity to investigate the best methods and tools and equipment to use for optimum results, and what to prepare for a range of situations. Students research, analyse and apply the most suitable food preparation and cooking methods to optimize the sensory, physical and chemical properties of food.

### **Unit 3**

This unit requires students to analyse the functions of the natural components of key foods and apply this information on the preparation of foods. Students will investigate cooking techniques and justify the use of the best techniques for key foods.

### **Unit 4**

In this unit students work independently to complete the challenge of implementation of the design plan they established in Unit 3. In completing this task, students apply food safety and hygiene guidelines and evaluate the product planning and processes in the plan.

**Levels of Achievement for Units 3 and 4** are based on School assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 15 per cent
- Unit 4 school-assessed coursework: 15 per cent
- Units 3 and 4 School assessed task: 40 per cent.
- Units 3 and 4 examination: 30 per cent

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# Victorian Certificate of Applied Learning (VCAL)

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The Victorian Certificate of Applied Learning (VCAL) is an alternative to the VCE. It is a more 'hands-on' course that offers a combination of units and experiences. It provides a good pathway to further training or employment once you have finished school. The Grange has offered the VCAL for the past 7 years.

Students who successfully complete the appropriate number of units will be awarded the VCAL at the designated level: Intermediate or Senior. All units passed accumulate credits towards the VCAL. Ten units are needed to gain a VCAL certificate at a specific level.

Assessment across the different areas is based on achieving competence and outcomes. VCAL students **do not** get grades and **do not** sit Exams but do need to reach a satisfactory standard when assessment takes place. Typically assessment is varied and designed to suit the student's needs.

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## YEAR 11 VCAL (Intermediate level)

Students will undertake a program that will include the following:

- VCE Foundation English: aims to develop your basic literacy skills. (2 units)
- VCE Foundation Maths: aims to develop your basic numeracy skills. (2 units).
- Personal Development Skills (PDS): focus on personal confidence and project management. (2 units)
- VCE – One choice from a range of applied VCE studies such as Design & Technology or Food Technology (2 units)
- VET – See range of choices in this booklet. (2 units)
- WRS – Work Related Skills. This involves 80 hours of work placement (1 unit)

Within the VCAL program, students also have the flexibility of completing an ASBA – Australian School Based Apprenticeship. This involves one day a week work and one day a week of training. For more information on ASBA's see page 43. Students completing an ASBA within the VCAL program would not study VET or WRS units.

**Students and parents should note the following regarding VCAL at The Grange:**

- All students must undertake a VET course (either a VCE-VET, TAFE or ASBA) as part of their VCAL.
- All students must complete a **VCAL application form**.
- All students and a parent/guardian will be required at an interview later in the year.

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# YEAR 12 VCAL (Senior level)

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Students will undertake the following in their year 12 VCAL program.

- VCAL Numeracy (1 unit)
- VCAL Literacy (2 units)
- Personal Development Skills (1 unit)
- Work Related Skills: focus on OHS, career planning and skills development in the workplace (2 units)
- VET program – see range of choices in this booklet (2 units)
- VCE Business management- focus on self employment (1 unit)
- ASBA carried over from the previous year (where applicable)

**Students and parents should note the following regarding VCAL at The Grange:**

- All students must undertake a VET course (either a VCE-VET, TAFE or ASBA) as part of their VCAL.
- All students must complete a **VCAL application form**.

# Vocational Education & Training (VET)

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A range of VET programs are offered by The Grange P-12 College, both at the Deloraine Campus and at other locations, through a cluster arrangement. These other locations will vary from University and TAFE campuses to other secondary schools within the local area. Whilst the cluster provides a bus for transport within the cluster schools, courses being run at other locations may require students making their own travel arrangements. VET courses run at external locations range from half-day to full-day sessions each week. Programs located within the cluster schools will be presented by a combination of teaching staff and external Private Providers.

In some VET programs, students are also required to undertake Work Placement during each year. This is usually done as a one-week block. In many cases, School Based Part-Time Apprenticeships may also be available for most of the VET programs.

Students undertaking VET need to be 15 years old as at April 28 2010.

In 2010, The Grange P-12 College, in conjunction with local schools through our VET cluster, university and tertiary providers and employers, will once again be offering students a range of Vocational Education & Training (VET) courses.

By choosing a VET course, students will be selecting subjects that involve training in industry as well as at school, which on completion will provide them with two qualifications instead of one, a VCE or VCAL Certificate and a nationally recognized VET/Tertiary Certificate.

**As a result, there are costs to the College, and also fees which tertiary institutions charge to the schools. Program details are included in the accompanying VCE Subject Selection Handbook. VET Materials Costs listed here are 2009's figures. The costs below are subject to change at this stage. NB. Some programs may incur an additional cost for class materials. For example: VET Building and Construction – overalls, and steel capped boots. These have, wherever possible, been detailed in the accompanying subject selection handbook.**

VET Program	2009 Venue (subject to change)	Fees – 2009 (subject to change)
Certificate II in Automotive	Hoppers Crossing Secondary College	\$150
Certificate II in Creative Industries (Media)	The Grange P-12 College	\$100
Certificate II/III in Business	The Grange P-12 College Galvin Park Secondary College	\$200
Certificate II in Community Services (Community Work)	The Grange P-12 College	\$250
Certificate II in Applied Fashion Design	Werribee Secondary College	\$450

and Technology		
Certificate II in Electrotechnology	Galvin Park Secondary College	\$250
Electrical	VU – Sunshine	\$540
Certificate II in Engineering Technology	Hoppers Crossing Secondary College – <b>(SBNA only)</b>	\$400
Certificate II in Equine Industry	Goulburn Institute of TAFE	\$450
Certificate III in Information Technology - Software	The Grange P-12 College	\$150
Music Industry – Technical Production	Galvin Park Secondary College Werribee Secondary College	\$220
Certificate II in Community Recreation	The Grange P-12 College	\$150
Certificate II in Hospitality (Operations)	The Grange P-12 College (1 <sup>st</sup> yr) G.P.S.C/H.C.S.C (2nd yr)	\$450
Certificate II in Hairdressing	The Grange P-12 College	\$400
Certificate II in Dance	The Grange P-12 College	\$100

**NB: VET fees must be fully paid prior to confirmation of enrolment.**

At the end of their VCE studies a student who has completed a VET course will end up with:

1. **A VCE certificate.**
2. **A TAFE certificate which improves the prospects of obtaining a full or part time job.**
3. **A full ATAR score which enables the student to seek entry into a University or TAFE college to continue with their education and Training if they wish.**

VET Programs offer an alternative path for completing the VCE. Students need not necessarily wish to follow a career in that field.

Please note that, in order to enrol in VET programs, a **\$100 VET deposit** is required when course selection sheets are returned. Applications will not be considered without the \$100 VET deposit being paid. Further information will be provided on due dates for payments at a later date.

If a student wishes to leave a subject that is delivered by cluster schools and teachers (that is, delivered by teachers in the employment of The Grange P-12 College, Galvin Park Secondary College, Werribee Secondary College or Hoppers Crossing Secondary College), they must do so before February 20 2009 to receive a refund. **Fees will not be refunded** after February 19 2010. Please note that, in accordance with the college refund policy, a \$60 administrative fee will be deducted from refunds paid. Please also note that fees are not negotiable as they are set by the tertiary institutions and not by the school.

**Also, please note that if a student enrolls in a VET course that is run at or delivered by a Victoria University lecturer that no refund is payable once student numbers have been confirmed with VU.**

Payments should be made at The Grange Deloraine Campus. Cheques should be made payable to The Grange P-12 College.

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## **CERTIFICATE II IN AUTOMOTIVE TECHNOLOGY**

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In 2009, this course was presented at Hoppers Crossing Secondary College within cluster time on Wednesday afternoons.

Competencies covered during this course include:

Unit 1 and 2: Car industry research; apply safe work practices; job seeking skills, use and maintain workplace tools and equipment, dismantle and assemble an engine, four stroke multi-cylinder petrol; remove and replace wheel and tyre assemblies; recharge batteries; operate electrical test equipment.

Unit 3 and 4: There are three streams in Automotive: vehicle body; auto electrical and electronics and automotive mechanical.

The unit 3 and 4 sequence does not include a formal exam at end of year, but receives a 10% increment towards the total ATAR score of the student.

Career pathways resulting from this course may include apprenticeships and traineeships in the Automotive Industry; Panel Beating; Auto Electrician; Retail Automotive; Car Dealer; Motor Mechanic or Diesel Mechanic.

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## **CERTIFICATE II IN BUSINESS ADMINISTRATION**

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In 2009 this course was presented at The Grange P-12 College, as the Registered Training Organisation, on Wednesday afternoons.

Competencies covered during this course include:

Unit 1 and 2: Organising and completing daily work activities; Communication within the workplace and to clients; Handle Mail; Working in a Business Environment and word processing; Using Business Technology and Workplace Safety.

Unit 3 and 4: Produce Business Documents; Organise work priorities; Organise workplace information; Use Spreadsheets and Databases; Process Financial and Business Documents

The unit 3 and 4 sequence of this course involves an end of year exam and students receive a scored assessment as with other VCE unit 3/4 studies.

In Units 1 and 2 of this certificate students are involved in the TOLL Virtual VIC practice firm. Students will have the opportunity to mimic real life business activities in a virtual business.

Career pathways resulting from this course may include traineeships and TAFE Certificates/Diplomas in Business; Office Administration; Personal Assistant; Receptionist or Office Manager.

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## **CERTIFICATE II IN COMMUNITY RECREATION**

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The Certificate II in Community Recreation is offered at The Grange P-12 College in 2009. This Certificate is currently delivered by a school teacher in conjunction with the University of Ballarat, which is the Registered Training Organisation.

Competencies covered during the Unit 1 and 2 sequence include: Work effectively in a business environment; Communicate in the workplace; Provide first aid; Develop knowledge of the sport and recreation industry; Assist in conducting sport and recreation sessions for participants; and other competencies.

The Unit 3 and 4 sequence will have a 'Fitness focus' in 2008 and competencies covered will include: Apply sport and recreation law; Deal with conflict; Undertake client induction and screening; Develop basic fitness programs; Apply basic exercise science to exercise instruction and other competencies.

The Unit 3 and 4 sequence does include formal examination and the subject has a score similar to other VCE VET programs which have exams. The study score of this subject will be used to calculate the ATAR of the student. Both Units 1 and 2, and Units 3 and 4 may include a work placement.

Career pathways resulting from this course may include traineeships in the Sport and Recreation industry including Gyms, the AFL, Recreation Centres, Councils, TAFE and University courses in Sport and Recreation, Exercise Science, Physical/Outdoor Education, Fitness Leadership, Recreation, Sport Coaching or Sport Administration.

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## **CERTIFICATE II IN COMMUNITY SERVICES (COMMUNITY WORK)**

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In 2009 this program was delivered at The Grange P-12 College, by an external provider, on Wednesday afternoons.

The course provides students with the skills, knowledge, attitudes and values appropriate for undertaking further training in the community services and health industry. It introduces students to a wide range of career path opportunities and the course is supported by a belief in the value of community, providing students with the opportunity to network with a wide range of people throughout the course and in the community services industry. As a result training and skill development focuses on communication with clients and colleagues, occupational health and safety principles, how to effectively participate in the workplace, as well as learning about advocacy, casework and how to implement a community development strategy. Students may also be given the opportunity to undertake specialist competencies in the area of child care, disability and/or aged care.

Competencies covered during this course include:

Unit 1 and 2: Introduction to disability work; support the development of children in the service; support community resources; occupational health and safety.

Unit 3 and 4: Operate under a Casework framework; Implement a Community Development Strategy; Orientation to work in the leisure and health industry; support group activities.

The unit 3 and 4 sequence of this course involves an end of year exam and students receive a scored assessment as with other VCE unit 3/4 studies.

Career pathways resulting from this course may include TAFE and University Courses in Child Care, Disability, Community Welfare, Aged Care, Rehabilitation; Traineeships in the Community Sector.

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## **CERTIFICATE II IN APPLIED FASHION DESIGN AND TECHNOLOGY**

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In 2009 this program was delivered at Galvin Park Secondary College and Werribee Secondary College on Wednesday afternoons.

Students may exit with Certificate II in Applied Fashion and Design and Technology at the completion of units one and two.

Competencies covered during this course include:

Unit 1 and 2: Garment construction and sewing; quality standards; Work safely.

Unit 3 and 4: Modify patterns and development prototypes; Basic concepts for clothing products.

The unit 3 and 4 sequence does not include a formal exam at end of year, but receives a 10% increment towards the total ATAR score of the student.

Career pathways resulting from this course may include apprenticeships/traineeships in the Clothing Industry; TAFE and University courses in Fashion Design, Pattern making and Garment Construction or Clothing technology.

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## **CERTIFICATE II IN ELECTRONICS (PRE-APPRENTICESHIP)**

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This course is delivered at VU – Sunshine and is designed for students who want to work as electronic technicians, computer repair technicians or careers in consumer electronics.

Competencies covered during this course include:

Units 1 & 2: machining, hand and power tools, welding and thermal cutting, engineering drawing, introduction to electricity and electronics.

Career pathways resulting from this course may include apprenticeships in engineering, welding, metals industry, electrical industry, boiler making, TAFE options and engineering.

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## **CERTIFICATE II IN ELECTROTECHNOLOGY (SHARED TECHNOLOGY)**

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In 2009 Units 1 & 2 will be delivered on a Wednesday afternoon at Galvin Park Secondary College.

Competencies covered in this course include: computer systems, perform basic network and computer assembly, perform basic network and computer maintenance, build a small wireless LAN.

Career pathways resulting from this course include: automotive, building and construction, electrical, electronics, engineering and Information Communication Telecommunications.

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## **CERTIFICATE II IN ENGINEERING TECHNOLOGY**

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In 2009, this course is only offered as a School Based New Apprenticeship (SBNA).

In 2009, this program was presented at Hoppers Crossing Secondary College (Wednesday afternoons).

Competencies covered during this course include:

Unit 1 and 2: Machining; Hand and Power Tools; Fabrication techniques

Unit 3 and 4: Measurement; Computer applications; Produce engineering components; Stream based.

The unit 3 and 4 sequence does not include a formal exam at end of year, but receives a 10% increment towards the total ATAR score of the student.

Career pathways resulting from this course may include apprenticeships in Engineering, Welding, Metals industry; Boilermaking; Electrical Industry or TAFE options in Engineering.

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## **CERTIFICATE II IN EQUINE INDUSTRY**

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In 2009 this course was delivered through Goulburn Institute of TAFE on Wednesday afternoons.

Competencies covered during this course include:

Unit 1 and 2: Horse riding and handling; Horse safety practices; Preparing horses for competitions.

Unit 3 and 4: Horse health; horse physiology; advanced horse riding; understanding the equine industry; using equine products.

The unit 3 and 4 sequence of this course involves an end of year exam and students receive a scored assessment as with other VCE unit 3/4 studies.

Career pathways resulting from this course may include apprenticeships and Traineeships in the Equine Industry; Stablehand; Strapper/Groom; Jockey; Animal Husbandry; Horse Breeding or Horse Racing Industry.

**Students must complete a work placement component of this course which may involve students doing this placement in Shepparton.**

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## **CERTIFICATE II IN HOSPITALITY OPERATIONS**

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In 2009, the first year of this certificate was delivered at The Grange P-12 College whilst the second year was delivered at Galvin Park Secondary College, both in conjunction with a Private Provider and both within cluster times on Wednesday afternoons.

Competencies covered during this course include:

Unit 1 and 2: Use basic methods of cookery; Organize and prepare food; Follow workplace hygiene procedures; work in a socially diverse environment

Unit 3 and 4: Prepare cook and serve food for food service, Prepare appetisers and salads, Prepare stocks, sauces and soups, Prepare vegetables, fruit, eggs and farinaceous dish, Prepare hot and cold desserts and Select and prepare poultry.

The unit 3 and 4 sequence of this course involves an end of year exam and students receive a scored assessment as with other VCE unit 3/4 studies.

Career pathways resulting from this course may include apprenticeships and traineeships as Cook or Chef; Commercial Cookery courses; Front of house careers in hotels and restaurants; careers in hospitality and tourism industry; TAFE and University courses in Hospitality and Tourism.

Please note that, students must complete a workplacement component of this course.

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## **CERTIFICATE III IN INFORMATION TECHNOLOGY**

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In 2009 this program was delivered at The Grange P-12 College, as the Registered Training Organisation, on Wednesday afternoons.

Competencies covered during this course include:

Unit 1 and 2: OHS, design organisational documents using computer packages, operate computer hardware, operate computing packages, integrate commercial computing packages, use computer operating system, work effectively in an IT environment, communicate in the workplace.

Unit 3 and 4: Core compulsory units: create user documentation, install and optimise operating system software; run standard diagnostic test, apply OHS procedures, provide advice to clients. Specialist streams include Applications and

Support. The Network Administration stream is offered at Galvin Park Secondary College. Units 3 & 4 specialist streams, at The Grange have not been designated at this stage.

The unit 3 and 4 sequence of this course involves an end of year exam and students receive a scored assessment as with other VCE unit 3/4 studies.

Career pathways resulting from this course may include traineeships as Computer Technician, Information Technology Support person, Database management; TAFE and University courses in Software Development, Games, Multimedia, Information technology, Business computing, Network Administration, Computer programming, Database management or Computer technician.

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## **CERTIFICATE II IN CREATIVE INDUSTRIES (MEDIA)**

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In 2009 this program was delivered at The Grange P-12 College, by a Private Provider, on Wednesday afternoons.

Competencies covered during this course include:

Unit 1 and 2: Apply critical thinking techniques; Develop and apply creative arts industry knowledge; Participate in OHS processes; Work effectively with others; plus two specialist electives (yet to be decided) that could include: assist with a camera shoot; use multimedia; record sound

The Unit 3 and 4 sequence for 2009 is yet to be decided.

The unit 3 and 4 sequence of this course involves an end of year exam and students receive a scored assessment as with other VCE unit 3/4 studies.

Career pathways resulting from this course may include traineeships in Multimedia Development; TAFE and University Courses in Multimedia, Web page Development; Digital filmmaking and animation; copywriting in Multimedia and Advertising or Design courses.

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## **CERTIFICATE III IN MUSIC (Technical Production)**

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In 2009 this program was delivered at Galvin Park Secondary College on Wednesday afternoons.

Competencies covered during this course include:

Unit 1 and 2: Establish and maintain work and contractual relationships; address copyright requirements; develop and update music industry knowledge; plan a career path; follow health, safety and security procedures in the music industry; install, align and test sound equipment; lay soundtracks; set up, operate and de-rig portable sound recording equipment.

The unit 3 and 4 sequence of this course involves an end of year exam and students receive a scored assessment as with other VCE unit 3/4 studies.

Career pathways resulting from this course may include traineeships in Music Industry; TAFE and University courses in Music, Music Industry, Audio/Sound production, music teaching or music performance.

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## **CERTIFICATE II IN HAIRDRESSING**

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In 2009 this program was delivered at The Grange P-12 College under auspicing arrangements with The Gordon TAFE.

This is a one-year program where selected competencies from the certificate are taught. The program offers unit one and two credit only, and is designed as a pre-apprenticeship program for the Hair and Beauty Industry.

Competencies covered during this course include:

Unit 1 and 2 only: Dry hair to shape; maintain and organize work areas, perform head, neck and shoulder massage; develop hairdressing industry knowledge; maintain tools and equipment; OHS; develop hairdressing industry knowledge; communicate in the workplace; work effectively in a retail environment.

**Students must complete a Work Placement component for this course.**

Career pathways resulting from this course may include apprenticeship in Hairdressing; TAFE courses in Make-Up, Beauty Therapy, Modeling, Cosmetics, Nail Technology and Wig making.

Students entering this course must be 15 years old when they begin this course.

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## **CERTIFICATE II IN DANCE**

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In 2009 this course was run at The Grange P-12 College under auspicing arrangements with Ausdance.

The VCE VET Unit 1-2 core units of competence include applying first aid, developing basic dance techniques and a basic level of physical condition for dance performance.

The VCE VET Unit 3-4 sequence incorporate core units such as preparing self for a dance performance, refining basic dance techniques and applying basic dance techniques for performances.

The VCE VET Dance program contributes to the professional orientation of articulate dancers who aspire for both the technical dance skills necessary to work professionally as well as academic and theoretical knowledge and skills that will equip them to work in a variety of areas within the entertainment Industry.

# SAMPLE VCE PATHWAYS

## ART

SUGGESTED UNITS				OTHER UNITS	
English 1 Or ESL	Studio Arts 1	Visual Communication and Design 1	General Maths 1	Media 1	History 1
English 2 Or ESL	Studio Arts 2	Visual Communication and Design 2	General Maths 2	Media 2	History 2
English 3 Or ESL	Studio Arts 3	Visual Communication and Design 3	Further Maths 3	Media 3	
English 4 Or ESL	Studio Arts 4	Visual Communication and Design 4	Further Maths 4	Media 4	

**THIS PATHWAY MAY LEAD TO HIGHER EDUCATION OR EMPLOYMENT IN:**

Visual Art, Art and Design, Interior Design, Social and Community Services, Teaching, Fashion Design and Acting.

**RECOMMENDED OTHER UNITS:**

Media  
Business Management  
Music

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## ART/GRAPHIC DESIGN

SUGGESTED UNITS				OTHER UNITS	
English 1 Or ESL	Studio Arts 1	Visual Communication and Design 1	Media 1	General Maths 1	VCE VET Create. Ind
English 2 Or ESL	Studio Arts 2	Visual Communication and Design 2	Media 2	General Maths 2	VCE VET Create. Ind
English 3 Or ESL	Studio Arts 3	Visual Communication and Design 3	Media 3	Further Maths 3	
English 4 Or ESL	Studio Arts 4	Visual Communication and Design 4	Media 4	Further Maths 4	

**THIS PATHWAY MAY LEAD TO HIGHER EDUCATION OR EMPLOYMENT IN:**

Visual Arts, Graphics, Industrial Design, Education, Environmental Design, Architectural Drafting and Interior Decoration

**RECOMMENDED OTHER UNITS:**

Design and Technology  
Maths Methods  
History  
Information Technology

## BUSINESS STUDIES/COMMERCE

SUGGESTED UNITS				OTHER UNITS	
English 1 Or ESL	Accounting 1	Business Management 1	General Maths 1 or Maths Methods 1	VCE VET Business	Literature 1
English 2 Or ESL	Accounting 2	Business Management 2	General Maths 2 or Maths Methods 2	VCE VET Business	Literature 1
English 3 Or ESL	Accounting 3	Business Management 3	Further Maths 3 or Maths Methods 3	VCE VET Business	
English 4 Or ESL	Accounting 4	Business Management 4	Further Maths 4 or Maths Methods 4	VCE VET Business	

**THIS PATHWAY MAY LEAD TO HIGHER EDUCATION OR EMPLOYMENT IN:**  
Accountancy, Management, Economics, Administration, Marketing, TAFE- Advanced Certificate in Accounting, Office Administration, and TAFE- Association Diploma of Business.

**RECOMMENDED OTHER UNITS:**  
Information Technology  
LOTE

## BUSINESS STUDIES/GENERAL

SUGGESTED UNITS				OTHER UNITS	
English 1 Or ESL	Business Management 1	Information Technology 1	General Maths 1 or Maths Methods 1	VCE VET Business	Accounting 1
English 2 Or ESL	Business Management 2	Information Technology 2	General Maths 2 or Maths Methods 2	VCE VET Business	Accounting 2
English 3 Or ESL	Business Management 3	IT Applications 3	Further Maths 3 or Maths Methods 3	VCE VET Business	
English 4 Or ESL	Business Management 4	IT Applications 4	Further Maths 4 or Maths Methods 4	VCE VET Business	

**THIS PATHWAY MAY LEAD TO HIGHER EDUCATION OR EMPLOYMENT IN:**  
Administration, Teaching, Banking, Public Relations, Marketing, Computing, Business, Management, Office & Secretarial Studies, Finance and Sport.

**RECOMMENDED OTHER UNITS:**  
Accounting

## BUSINESS/LEGAL/WELFARE

SUGGESTED UNITS				OTHER UNITS	
English 1 Or ESL	Legal Studies 1	Psychology 1	Maths Methods 1	VCE VET Business	Health & Human Development 1
English 2 Or ESL	Legal Studies 2	Psychology 2	Maths Methods 2	VCE VET Business	Health & Human Development 2
English 3 Or ESL	Legal Studies 3	Psychology 3	Maths Methods 3	VCE VET Business	
English 4 Or ESL	Legal Studies 4	Psychology 4	Maths Methods 4	VCE VET Business	

**THIS PATHWAY MAY LEAD TO HIGHER EDUCATION OR EMPLOYMENT IN:**  
Law, Administration, Management, Accountancy, Social Studies, Nursing, Teaching, Child Care and Community Services.

**RECOMMENDED OTHER UNITS:**  
Business Management  
Accounting  
Information Technology  
Physical Education

## LITERATURE/HUMANITIES

SUGGESTED UNITS				OTHER UNITS	
English 1 Or ESL	Literature 1	History 1	LOTE 1	General Maths 1	Media 1
English 2 Or ESL	Literature 2	History 2	LOTE 2	General Maths 2	Media 2
English 3 Or ESL	Literature 3	History 3	LOTE 3	Further Maths 3	
English 4 Or ESL	Literature 4	History 4	LOTE 4	Further Maths 4	

**THIS PATHWAY MAY LEAD TO HIGHER EDUCATION OR EMPLOYMENT IN:**  
Arts, Humanities, Social Science, Social Work, Teaching, Public Relations, Journalism and Community Services.

**RECOMMENDED OTHER UNITS:**  
Maths Methods  
Information Technology

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## GENERAL SCIENCE/HEALTH

SUGGESTED UNITS				OTHER UNITS	
English 1 Or ESL	Biology 1	Health and Human Development 1	Information Technology 1	Psychology 1	General Math 1
English 2 Or ESL	Biology 2	Health and Human Development 2	Information Technology 2	Psychology 2	General Math 2
English 3 Or ESL	Biology 3	Health and Human Development 3	IT Applications 3	Psychology 3	
English 4 Or ESL	Biology 4	Health and Human Development 4	IT Applications 4	Psychology 4	

**THIS PATHWAY MAY LEAD TO HIGHER EDUCATION OR EMPLOYMENT IN:**

Health Promotion, Management, Nursing, Dentistry and Psychiatric Nursing.

**RECOMMENDED OTHER UNITS:**

Maths Methods  
Chemistry  
Physical Education

## MEDICAL/HEALTH

SUGGESTED UNITS				OTHER UNITS	
English 1 Or ESL	Chemistry 1	Maths Methods 1	Physics 1	General Maths 1	Biology 1
English 2 Or ESL	Chemistry 2	Maths Methods 2	Physics 2	General Maths 2	Biology 2
English 3 Or ESL	Chemistry 3	Maths Methods 3	Physics 3	Specialist Maths 3	
English 4 Or ESL	Chemistry 4	Maths Methods 4	Physics 4	Specialist Maths 4	

**THIS PATHWAY MAY LEAD TO HIGHER EDUCATION OR EMPLOYMENT IN:**

Medicine, Medical Laboratory, Health, Health Administration and Science. Occupational Therapy, Dentistry and Physiotherapy.

**RECOMMENDED OTHER UNITS:**

Further Maths  
Information Technology  
Legal Studies  
Accounting

## NURSING/HEALTH

SUGGESTED UNITS				OTHER UNITS	
English 1 Or ESL	General Maths 1	Biology 1	Psychology 1	Health & Human Development 1	Physical Education 1
English 2 Or ESL	General Maths 2	Biology 2	Psychology 2	Health & Human Development 2	Physical Education 2
English 3 Or ESL	Further Maths 3	Biology 3	Psychology 3	Health & Human Development 3	
English 4 Or ESL	Further Maths 4	Biology 4	Psychology 4	Health & Human Development 4	

**THIS PATHWAY MAY LEAD TO HIGHER EDUCATION OR EMPLOYMENT IN:**  
Health Science, Nursing,

**RECOMMENDED OTHER UNITS:**

Physics  
Maths Methods  
Chemistry

## PHYSICAL SCIENCE/ENGINEERING

SUGGESTED UNITS				OTHER UNITS	
English 1 Or ESL	Physics 1	Chemistry 1	Maths Methods 1	General Maths 1	VCE VET Engineering
English 2 Or ESL	Physics 2	Chemistry 2	Maths Methods 2	General Maths 2	VCE VET Engineering
English 3 Or ESL	Physics 3	Chemistry 3	Maths Methods 3	Further Maths 3 or Specialist Maths 3	
English 4 Or ESL	Physics 4	Chemistry 4	Maths Methods 4	Further Maths 4 or Specialist Maths 4	

**THIS PATHWAY MAY LEAD TO HIGHER EDUCATION OR EMPLOYMENT IN:**  
Science, Engineering, Mechanical Industries and  
Computer Science.

**RECOMMENDED OTHER UNITS:**

Accounting  
Information Technology  
Biology  
LOTE

## PHYSICAL EDUCATION/HEALTH

SUGGESTED UNITS				OTHER UNITS	
English 1 Or ESL	Biology 1	Physical Education 1	General Maths 1 or Maths Methods 1	VCE VET Community Recreation	Health & Human Development 1
English 2 Or ESL	Biology 2	Physical Education 2	General Maths 2 or Maths Methods 2	VCE VET Community Recreation	Health & Human Development 2
English 3 Or ESL	Biology 3	Physical Education 3	Further Maths 3 or Maths Methods 3	VCE VET Community Recreation	
English 4 Or ESL	Biology 4	Physical Education 4	Further Maths 4 or Maths Methods 4	VCE VET Community Recreation	

**THIS PATHWAY MAY LEAD TO HIGHER EDUCATION OR EMPLOYMENT IN:**  
Nursing, Physiotherapy, Human Movement, Physical Education, Nutrition and Health Related Fields.

**RECOMMENDED OTHER UNITS:**  
Psychology  
Chemistry

## TECHNOLOGY

	SUGGESTED UNITS			OTHER UNITS	
English 1 Or ESL	Design and Technology 1	General Maths1	Information Technology 1	Visual Communication and Design 1	VCE VET Building & Construction
English 2 Or ESL	Design and Technology 2	General Maths2	Information Technology 2	Visual Communication and Design 2	VCE VET Building & Construction
English 3 Or ESL	Design and Technology 3	Further Maths 3	IT Applications 3	Visual Communication and Design 3	
English 4 Or ESL	Design and Technology 4	Further Maths 4	IT Applications 4	Visual Communication and Design 4	

**THIS PATHWAY MAY LEAD TO HIGHER EDUCATION OR EMPLOYMENT IN:**  
(Food) Food Technology, Home Economics, Business Management, Travel and Tourism, Food Service  
(Wood) Carpentry, Cabinet Making

**RECOMMENDED OTHER UNITS:**  
Business Management  
Health and Human Development  
LOTE

## VCE VET - CERTIFICATE III IN INFORMATION TECHNOLOGY

SUGGESTED UNITS				OTHER UNITS	
English 1 Or ESL	General Maths 1 Or Math Methods 1	Information Technology 1	Business management 1	VCE VET Create. Ind	Media 1
English 2 Or ESL	General Maths 2 Or Math Methods 2	Information Technology 2	Business management 2	VCE VET Create. Ind	Media 2
English 3 Or ESL	Further Maths 3 Or Math Methods 3	IT Applications 3	Business management 3	VCE VET Create. Ind	
English 4 Or ESL	Further Maths 4 Or Math Methods 3	IT Applications 4	Business management 4	VCE VET Create. Ind	

**THIS PATHWAY MAY LEAD TO HIGHER  
EDUCATION OR EMPLOYMENT IN:**

Information Technology, Computer user support,  
Computer technician, Software development,  
Website design, Business office studies, Finance,  
Management, Multimedia applications

**RECOMMENDED OTHER UNITS:**

Student choice

# CAREERS

## Career counselling

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Before making decisions about VCE, VCAL and VET programs/subjects, students need to be given the opportunity of career counseling, so that the following can occur:

- appropriate subject choices are made based on career path(s), academic ability, aptitude and other issues
- pre-requisite subjects used by some University courses can be taken into account
- additional factors such as VET programs, school based new apprenticeships and other issues can be taken into account before finalizing a program
- Looking at the option of Year 10 students completing a VCE Unit 1/2 subject or a VET/School Based New Apprenticeship program; a Year 11 student completing a Unit 3/4 subject; a Year 12 student attempting a University subject.
- An option that students can select is the Victorian Certificate of Applied Learning (VCAL) which incorporates aspects of Work Education/Placement, literacy and numeracy, VET, career/personal development and structured workplace learning.

## The calculation of Study Scores by VCAA

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- Each of the SACs/SATs per study that a student completes contributes to the score out of 50 calculated by the VCAA. For a score to be calculated students need to have achieved a minimum level in their SACs/SATs.
- Note that study scores are not calculated for any Unit 3 and 4 sequence (that must be completed in a calendar year, interrupted status is another issue) that has an N in the result.
- The score out of 50 for each study is based on a mean score of 30, with the SAC/SAT scores awarded critical to that score. The scores awarded are totaled to achieve the score out of 50, with the examination being used to moderate school results.
- It must be made clear that examinations do not decide the result for a unit. For VCAA VCE purposes 16 'S' results (8 of which must be at Unit 3/4) is all that is required to receive the VCE. SAC/SAT grades are used for most University and some TAFE entry for courses but is entirely separate from the awarding of the VCE.
- There are no restricted combinations, nor is there any penalty for completing the VCE in more than two years.
- All VET programs contribute 2-4 Units to the VCE and where a Unit 3/4 is involved, will either provide a score out of 50 or an increment of 10%.
- VCAL Programs do not require completion of scored assessment, but is available for students who desire it. VCAL is currently not approved for University entrance.

## Scaling

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- Scaling is used in order to ensure parity of esteem of every subject in the VCE and Scored VET. If a study has too many high grades then it is likely to be scaled down, and low grades tend to be scaled up.
- NO pre-determined formula is used by VTAC to calculate this, so it will change from year to year depending on the cohort of students completing those studies.
- Students should do VCE/VCAL subjects that they are strongest in and they enjoy, it is counterproductive for them to do a study that may be scaled up, as a low grade will have no impact on their score and ATAR.
- PLEASE NOTE THAT UNDER NO CIRCUMSTANCES IS SCALING TO BE USED AS A MEANS OF COUNSELLING STUDENTS INTO VCE/VET SUBJECTS.
- It is fair to say that mathematics does have a hierarchy with Specialist Maths usually being scaled up as it is relatively harder to achieve a high grade in that subject. Similarly, although less so, for Mathematical Methods. Further Mathematics tends to be scaled down as it is relatively easier to achieve high grades.

- Students choosing Foundation Maths and Foundation English (both only available as Unit 1/2 subjects) will need to ensure satisfactory completion if they are considering moving into Unit 3/4 subjects.

### **Calculation of the ATAR**

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- Once a score out of 50 has been calculated by the VCAA, it is then sent to VTAC and used as a basis of calculation of the ATAR (Australian Tertiary Admission Rank).
- The range of studies completed by each student is then processed and compared with students across the state with similar studies. Ranking of these students then occurs so that the ATAR is then not a score but a ranking of every student in the state from a maximum possible rank of 99.95 down in increments of 0.05 to 0.
- The ATAR is based on English being in the Primary 4, plus the three highest studies, with 10% of a fifth and sixth study used as an increment. Students can incorporate unlimited VET Studies if they have a Unit 3 and 4 scaled study score calculated, in their primary 4, otherwise an increment will be included.
- Note that the ATAR is generally not used exclusively by TAFE for selection purposes, as they use other factors such as interviews, folios, tests, and supplementary forms.

### **LOTE bonus**

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- LOTE has a State Government determined bonus of five points added to the scaled score for every student who completes any language at the Unit 3/4 level.

**Applications for University and many TAFE courses** through VTAC via the VTAC website. All applications must proceed via the Internet **only**, either in the Careers Office (preferred option) or at home. The VTAC website for further information is: [www.vtac.edu.au](http://www.vtac.edu.au). Students will have been interviewed twice by the careers counsellor before they provide their 12 preferences by the end of September. There are many TAFE courses that have direct application only (not in VTAC), and for a number of University and TAFE VTAC courses there are other requirements that must be fulfilled such as folios, interviews, completion of a test, supplementary information, attendance at an information session etc.

### **SPECIAL PROVISION (VCAA) and SPECIAL ENTRY ACCESS SCHEMES (SEAS)**

Students are entitled to receive Special provision for their SACs and SATs if they have been completed under difficult circumstances (health, family, environmental or other short-term difficulties). There is provision to modify these SACs and SATs by the teacher (s) and the score achieved will reflect the score the student will have achieved without that situation. Students must apply at the school for Special Provision. For exams, Special Provision exists to offer more exam time, or other ways of completing the exam due to personal circumstances. If any personal circumstances occur within two weeks of the exam, and the exam is completed under adverse circumstances or not completed at all, then it is possible for a Derived Exam Score (DES) to be registered by VCAA, based on SAC/SAT and GAT results. Again students must apply for this and provide documentation to the school. VCAA has the final say in determining the validity of the application and the outcome.

The Special Entry Access Scheme on line application form now exists for students who have had on-going health, family or other environmental issues in the final year of their VCE/VCAL. Documentation is required, and the form is then sent to relevant University and TAFE selection officers via VTAC for middle-band consideration. On this form, students have to demonstrate that the chronic problem will not affect their ability to cope with University or TAFE studies the following year.

### **THE NEED FOR ACCURATE AND UP-TO-DATE CAREER INFORMATION AND ADVICE IS PARAMOUNT**

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

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