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# VCE / VCE VM STUDENT HANDBOOK

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> 2026 - 2027

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from our  
**Principal**

Dear Students,

The final years of secondary school present some wonderful opportunities to explore learning and pathways that students find particularly engaging.

Our greatest wish is that you will achieve all you are capable of achieving, and do so within an environment that is nurturing and compassionate. We recognise you as the individuals you are and the adults you are becoming.

As you move into the senior years of your schooling, it is crucial and necessary for you to make informed choices about subjects and courses on offer that align to your interests, aspirations and provide real life opportunities.

The coming years, with their challenges and possibilities, present an opportunity for all of our young adults to thrive and we encourage you to embrace them with enthusiasm and hope.

There is an expectation that you as a student will attend school regularly, be punctual for class and be prepared as you enter your studies.

We support you with an effective and positive learning environment where you are required to contribute, be caring and supportive of each other and show consideration to each other as we all grow in knowledge, skill and lifelong learning.

Remembering our college expectations to respect everyone and everything, be our best and help others succeed, these expectations will support a successful journey through your senior secondary years.

May your senior secondary years at St Anne's College be filled with every opportunity!

*Anthony Butts*

St Anne's College Principal

# CONTACT *Us*

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# General Information

This handbook is a guide to your VCE studies including a Senior Pathways Program Victorian Certificate of Education (VCE) with the possible inclusion of a Vocational Education and Training (VET) program.

St Anne's College appreciates and values the individual differences, diversity and learning styles of all students. The school offers both applied and academic opportunities that will support students in their strengths, interests and prepare them for the world of work into the future.

As we continue to advance into the 21st century, the benefits of young people staying at school to complete their final years is becoming evident.

Employment statistics clearly indicate, the longer a student remains in secondary schooling, the greater the possibilities of long-term personal success.

The intention of this handbook is to assist students entering VCE and help them in their decision making on the most appropriate subjects for their senior phase of learning and education.

St Anne's College is committed to supporting all students with success through their senior years and to help students make the 'best life choices' to suit their needs, skills and abilities.

Whether deciding to take advantage of an apprenticeship, traineeship or Tertiary Education (TAFE / University), St. Anne's College aims to provide flexible pathways options to support students in achieving their desired goals.

To support this process, the intention is to have students and parents involved in the subject selection Process. This will happen through newsletter information, information evenings, interviews and individual correspondence, specifically through:

- Subject selection information sessions
- Career counselling
- Learning conversations
- Parent/Student information sessions

## COLLEGE *Expectations*

There is an expectation students will attend school regularly, be punctual for class and be prepared. Students are required to contribute to an effective and positive learning environment by following instructions and observing all College expectations.

Students are expected to strive for personal excellence in all areas of College life and contribute to a safe and orderly environment, following our three college wide expectations: respect everyone and everything, be your best, help others succeed.

Students are to contribute positively to the health, safety and hygiene of the school in a manner that is consistent with ensuring class rooms, toilets, lockers and school grounds are maintained to a high standard.

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### CAREER CONSIDERATIONS > VCE PROGRAM

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Selecting subjects for VCE, can be an exciting time as it provides you with the opportunity to select subjects of interest to you and align to your pathway.

With the range of subjects on offer, you must ensure you align your subject choices with:

- Your interests
- What subject/s you know you can do well in
- Knowing how the chosen subject/s support your chosen pathway
- Providing the ability to open the door to University or TAFE
- Whether the chosen subject will provide you with an \*ATAR score

**Please note:** Information within this publication can be subject to change based on VCAA review and updates.

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# SO, WHAT ARE THE STEPS TO HELP ME

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*pick the right subjects?*

## 1. Talk to people

A good way of finding out what jobs are most likely to appeal to you is by talking to as many people as possible about the work they do.

## 2. Vocational Guidance

There are people who can offer you specialised help in the careers area. Begin by visiting the Careers Practitioner.

## 3. Check out the following web pages

- St Anne's College Careers Website:  
[www.sackiallacareers.com.au](http://www.sackiallacareers.com.au)
- VTAC Course Link (free service): An interactive web-based program aimed to assist students in Year 10-12 and their parents to investigate course options based on arrange of criteria, including interests, studies undertaken and results.

[www.vtac.edu.au](http://www.vtac.edu.au) - Select 'Explore Options'.

The young person must be actively involved in the process.

Parents, family members, community members, carers, guardians or other trusted adults are encouraged to comment on their young person's Career Action Plan, along with teachers, career practitioners or other school staff.

Career Action Plan templates are available on the Victorian DET website at:

<https://www.education.vic.gov.au/school/teachers/teachingresources/careers/car-frame/Pages/cap.aspx>.

## 4. Complete a Career Action Plan

A Career Action Plan is a dynamic planning document owned and managed by young people and intended to reflect their increased career development learning.

The Career Action Plan helps young people to develop their awareness and understanding of education, training and employment options, and to develop the skills, knowledge and capabilities to effectively manage their careers and transitions throughout their lives. The development of a Career Action Plan is designed to assist young people to set their goals, to clarify the actions needed to achieve these goals, and to commit to participating in the planned activities.

Career Action Plans incorporate the three stages of career development: self-development, career exploration and career management. Young people should assume ownership of their Career Action Plan. Parents/carers and a variety of staff members, such as career practitioners, teachers and trainers, can work with young people to assist them in completing the Career Action Plan.



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VICTORIAN CERTIFICATE OF EDUCATION

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# VICTORIAN CERTIFICATE OF EDUCATION (VCE)

# > VCE

## Collection of Student Data

To perform its statutory functions, the College and the VCAA collects student personal information and assessment information (together referred to as Student Data) relating to students enrolled in, or intending to enrol in, the VCE and VCE VM assessment programs, the International Baccalaureate (IB) or the General Achievement Test (GAT). Please read the VCAA Collection Notice for VCE and VCE VM Students 2026 (appendix A).

Victorian Certificate of Education (VCE) is awarded on the basis of satisfactory completion of units. Generally speaking, VCE is completed across Years 11 & 12 however at St Anne's College students may have the opportunity to start VCE Units 1 & 2 in Year 10.

The VCE is a valuable pathway to University, Technical and Further Education (TAFE) and the workforce. It is also possible to do a VCE Vocational Education & Training program (VCE VET) or a School-Based Apprenticeship or Traineeship (SBAT) within the VCE. This will need to be negotiated with the college.

The VCE program is a set of units that are completed over a two-year period. Each study generally consists of Units 1-4, with Units 1 & 2 usually completed in Year 11 and Units 3 & 4 in Year 12. Satisfactory completion of Units 1 & 2 are determined by the school, Unit 3 & 4 sequences are assessed using School-Based Assessment and external assessments (including examinations).

## Entry to VCE Studies

Students may enter studies at the level of Units 1, 2 or 3. In some studies, students are advised to complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experience, or be willing to undertake some preparation. The relevant advice is published in the study design for each study. Units 3 and 4 are designed to be taken as a sequence; students must undertake Unit 3 before starting Unit 4 of a study.

Each VCE study has three graded assessment components: either one School-Based Assessment and two external assessments, or two School-Based Assessments and one external assessment.

Each of the three graded assessment components contributes to a study score. Scored VCE VET studies have two graded assessment components, comprising one School-Based Assessment and one external examination. Graded assessments are reported on an 11-point scale with a range of A+, A, B+, B, C+, C, D+, D, E+, E or ungraded (UG).

## Study Considerations > VVC (Baccalaureate)

If you have satisfactorily completed your VCE with a VCE Languages study and have completed a higher level of Mathematics as part of your VCE, you may be eligible for the VCE (Baccalaureate).

This award within the VCE recognises the challenges of a broad program of study. To be eligible for the VCE (Baccalaureate) you must have study scores for at least five studies and you must include the following:

- A score of 30 or above for the English Group study; or a score of 33 or above for English as a Additional Language (EAL)
- A VCE Languages study
- VCE Mathematical Methods or Specialist Mathematics
- At least two other Unit 3-4 sequences

Upon satisfactory completion of the VCE - Baccalaureate program of study, the student will receive an appellation on their VCE certificate. If a student has previously satisfied their VCE and received a VCE certificate, they will not automatically receive a subsequent VCE - Baccalaureate certificate.



# Understanding THE ATAR

The Victorian Tertiary Admissions Centre (VTAC) uses VCE results issued by the Victorian Curriculum and Assessment Authority (VCAA) to calculate the Australian Tertiary Admission Rank (ATAR).

The ATAR may be used either solely or in conjunction with other criteria as a selection tool for university course entry. The ATAR is a ranking of graduate results that measure a student's overall academic achievement compared with all other final year students in Australia.

The ATAR is not a score out of 100 - it is a rank. The ATAR allows tertiary institutions to compare the overall achievements of all students who have graduated from secondary school in that year. An ATAR is developed from an aggregate produced by adding:

- ATAR study score in English
- The next best three ATAR study scores permissible; and
- 10% of the fifth and/or sixth permissible ATAR study score that is available
- VET Certificates may also contribute to an ATAR score

At the beginning of each academic year the VCE Coordinator will hold a briefing session for all students to go over key elements of the rules and processes for VCE students - particularly attendance, breaches and School-Based Assessment rules and processes.

# SATISFACTORY Completion of the VCE

## Eligibility for award of the VCE

**The minimum requirement for being awarded the VCE is the satisfactory completion of 16 units, which must include:**

- Three units from the English group, including a complete Unit 3 & 4 sequence.
- At least three sequences of Unit 3 & 4 studies, which can include further sequences from the English group, including a complete Unit 3 & 4 sequence and at least three sequences of Unit 3 & 4 studies other than English, which may include any number of English sequences once the English requirements are met.

St Anne's College strongly recommends students have at least five Unit 3 & 4 sequences on completion of their VCE. This provides some flexibility for students in the event of unforeseen circumstances arising.

Levels of achievement for Unit 3 & 4 sequences are assessed using School-Based Assessment and external assessments (including examinations). Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's ATAR satisfactory completion of both Units 3 & 4 English sequence is required.

### **Students will select a program of:**

12 VCE/VET Units (six Unit 1 & 2 study sequences)

10 VCE/VET Units (five Unit 3 & 4 study sequences)

If a student wishes to engage in a program that differs from the expectation, they must meet with a career practitioner and complete an "[Adjustment to VCE Program](#)" application.

There are no prerequisites for Units 1 & 2 in any VCE study. A student's performance in related subjects in previous years should provide a guide as to which units would allow satisfactory success at this level.

The VCE does not require Unit 1 & 2 sequences, except for an English, to precede Units 3 & 4 sequences, but it is strongly advised students study Units 1-4 in order.

For a satisfactory completion of a VCE unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. Students should familiarise themselves with the Study Design for each VCE subject they elect to study. It describes the key knowledge and skills students should possess by the time they have completed a unit.

The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on a combination of set work and assessment tools. The overall S/N for each area of study is determined by whether or not students have demonstrated sufficient key knowledge and skills to meet the outcome and satisfied the attendance requirement.

If a student's work does not demonstrate achievement of the outcomes, is not completed by the set deadline, cannot be authenticated or if a student has breached VCAA rules or has not met the attendance requirements they will receive an N (not satisfactory) for the unit and it will not be credited towards their VCE.

Any SBAT must be endorsed and signed off by the college prior to commencement. Regular school attendance is combined with at least one timetabled day of employment per week and/or structured training during the normal school week. An SBAT offers students the option of combining school, part-time employment and training. As a SBAT may cause interruption to a student's VCE program, it is important to speak with your Careers Educator, parents/carers, subject teachers and the VCE Coordinator to ensure an SBAT is suitable to your school program.

# VICTORIAN CERTIFICATE OF EDUCATION (VCE)

# > VCE

## Scored and Unscored VCE

All students are encouraged to undertake scored assessment. Scored assessment provides a more detailed record of student achievement and is the best way to maximise opportunities and pathways to further education and training. The VCE does provide the flexibility to satisfactorily complete units without being assessed for levels of achievement in all or any graded assessments (two graded assessment scores are required to achieve a study score).

In some cases, where students are at risk of not completing or have other valid reasons for not undertaking scored assessment, a school may advise them to undertake one or more VCE units without being assessed for levels of achievement in those units or sitting examinations. All graded

assessment will be entered as NA on VASS, in this case a study score will not be calculated for the study.

If a student, with support of their parents/carers, wishes to pursue an unscored assessment they must first discuss this option with a career's advisor. Parents/carers are encouraged to attend this meeting. Following this the student will complete an [application form](#). A final discussion on the student's application will be made by the Senior Secondary Leadership Team.

## Satisfactory completion of VCE

For satisfactory completion of a VCE unit, students must demonstrate their achievement of the set of outcomes as specified in the VCE Study Design for that unit. Satisfactory completion of outcomes is based on the student's overall performance on a combination of set work and assessment tasks related to the outcome.

The student receives an S (Satisfactory) for a unit if the teacher determines all the following requirements are achieved.

A student must:

- produce work that meets the required standard for each outcome
- submit work on time
- submit work that is clearly their own
- attend all scheduled classes

## Not satisfactory result

The student receives an N (Not Satisfactory) for the unit when one or more of the requirements is not achieved:

- The work is not of the required standard
- The student has failed to meet a school deadline for the assessment task/s, including where an extension of time has been granted for any reason, including Special Provision
- The work cannot be authenticated
- There has been a substantial breach of rules including class attendance rules

# REDEEMING OUTCOMES AND 'N' LETTER

If on the first attempt of an assessment task a student is unable to meet the requirements for the task to achieve an S, the student will be allowed a second attempt. If a student is unable to achieve a satisfactory level on the second attempt the student will receive a Not Satisfactory (N) for the assessment task and possibly an N for the unit.

An "N" letter will be issued to officially advise the student has received an N for an outcome. It will also outline the procedure the student needs to follow if they wish to apply for redemption of this unit. It is highly recommended that a student follows the procedure.

Important note: A student may only submit further evidence or resubmit a task, for reconsideration to redeem an S for the outcome. The original score (mark) achieved for the task will not change.

## ABSENCE AND

# Attendance

- To ensure compliance with the VCAA, students must maintain a minimum 85% attendance rate or risk a Not Satisfactory in VCE Fast-Track subjects.
- Acute or chronic absences, where Special Provision is approved according to VCAA Rules, are not counted as absences for the above purposes.
- The responsibility for providing a medical certificate explaining any absence sits with the student.
- If a student is absent from a class without permission, they will be required to make up for any missed subject/s during lunch or after school.
- Absences from assessment tasks require a medical certificate as per the VCE Assessment Policy so the assessment may be rescheduled.

### **A substantial breach of the attendance rules is considered to be:**

All VCE units involve at least 50 hours of scheduled classroom instruction. All students need to attend sufficient class time to complete work.

All students **MUST** attend a minimum of 85% class time for each VCE unit of work.

If a student has completed work but there has been a substantial breach of the school's attendance (less than 85% attendance time), the subject teacher may be unable to authenticate the student's work completed across the outcome.

The school may choose to assign an N result for the unit of work because all work cannot be authenticated.

# School-Based

## ASSESSMENT

VCE Units 1 & 2 School-Based Assessments are known as Outcome Assessment Tasks (OATs). In VCE Units 3 & 4, there are two types of School-Based Assessments:

1. School-Assessed Coursework (SACs) - these assess how well a student has performed on the assessment tasks specified in the Study Design. These tasks are done mainly in class time. All studies have SACs.
2. School-Assessed Tasks (SATs) - only certain studies have SATs: Art, Computing, Product Design and Technology and Systems Engineering.

Dates for OATs and SACs are published on the St Anne's College website.

### Rules for School-based Assessments

Students must observe and apply the rules of the School-Based Assessment. Students will sign a declaration on the VCAA's Student Personal Details form at the beginning of each year that they agree to abide by and observe the rules and instructions relating to the VCE assessment program and accept its disciplinary procedures. This form will be distributed to students in Pastoral Group time.

#### These are the VCAA rules:

- A student must ensure all unacknowledged work submitted for assessment is genuinely their own.
- A student must acknowledge all resources used, including: texts, websites and other source material; the name and status of any person who provided assistance and the type of assistance provided.
- A student must not receive undue assistance from another person in the preparation and submission of work.
- Acceptable levels of assistance include: the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context; prompting and general advice from another person or source, which leads to refinements and/or self-correction.
- Unacceptable forms of assistance include: use of, or copying, another person's work or other resources without acknowledgment; corrections or improvements made or dictated by another person.
- A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
- A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.
- A student must not knowingly assist another student in a breach of rules.
- Students must sign an authentication record for work done outside class when they submit the completed task. This declaration states all work submitted for assessment is the student's own. The student's teacher will provide this authentication form.

#### FEEDBACK TO STUDENTS:

Students will be given a written result by their teacher for OATs as a percentage for each learning. This will also include information about the task and advice on where improvements can be made for future learning. Please note the percentage is an indication of student achievement on this particular task and is one element considered for establishing a satisfactory completion of the overall unit.

#### USE OF A COMPUTER:

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

- There is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
- Hard copies of the work in progress are produced regularly
- Each time changes are made, the work is saved as a backup file, which should not be stored on the computer



# Rescheduling

## AN OAT OR SAC

**Extension of time for an individual student to complete an OAT/SAC task will only be granted in special circumstances.**

**The following procedure must be completed by the student prior to the original date for an advanced known absence (e.g. a planned medical procedure), or within three school days following their return to school:**

Failure to do this may result in the student receiving an N (Not Satisfactory) for the Unit.

1. The student must complete the [Application to Reschedule an SAC/SAT form](#) and attach supporting documentation\*.
2. The student takes the form to their class teacher to arrange an alternate date for the task to be completed. This can be in OAT/SAC Catch-Up (OSCU) or another time your teacher is available to supervise you. The teacher will sign the form to acknowledge the change.
3. The student submits the completed form, with suitable documentation attached, to the VCE Coordinator for review. The student submits the completed form to the VCE Coordinator's office. The VCE Coordinator sends an email to notify the student, Senior School Leader, Pastoral Group Leader and VCE class teacher of the decision - Approved or NOT Approved. The student will attend SAC/OAT Catch Up after school on Mondays from 3.15-4.30pm.
4. The student is not permitted to undertake the task at the proposed new time unless the application is approved and the student has received the Approved email.
5. Where a student fails to attend the rescheduled session a class absence will be recorded and an email sent to the student, Senior School Leader, Pastoral Group Leader and VCE class teacher.
6. The student will need to complete a new application form for approval to reschedule the task again.

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### \* THE FOLLOWING SUPPORTING DOCUMENTATION IS REQUIRED:

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- Acceptable documentary evidence includes a medical certificate (backdated certificates will not be accepted), a report/letter from a qualified medical professional or practitioner, or a copy of a funeral/death notice (or email advice from a parent/carer regarding a bereavement that required absence).
- SAC/SAT - An original medical certificate.
- OAT - A medical certificate or Doctor's report or signed note/email from a parent/carer pertaining to the absence.

**IMPORTANT NOTE:** Where a student fails to follow this procedure, the student will be given an opportunity to complete the assessment for the awarding of an S but will not receive a score. Students who do not complete the assessment will receive an N - Not Satisfactory for the unit. The student then needs to appeal via contact with the VCE Coordinator within seven days.

# VICTORIAN CERTIFICATE OF EDUCATION (VCE)

# > VCE

## External Assessment for Units 3 and 4

VCE external assessments (exams) are any centrally set tasks assessed by the Victorian Curriculum and Assessment Authority (VCAA), including written, oral, electronic/digital, aural and performance tasks conducted according to the requirements of accredited study designs and VCE VET programs.

## Examinations

VCAA-appointed panels set VCE examinations. VCE examination specifications and sample material (by study) and an archive of past examinations and examination reports are available on the VCAA website.

The VCAA determines the timing of VCE examinations. The school will issue each student with an individual Student Examination/Assessment Timetable after the release date for each examination lesson. The VCE examination timetable is also printed in the VCE Exams Navigator, which will also be issued to students by the school.

## General Assessment Task (GAT)

All students enrolled in one or more Victorian Certificate of Education (VCE) Unit 3–4 sequences or VCE VET scored Unit 3–4 sequences, including Victorian Certificate of Education - Vocational Major (VCE VM) students, are required to sit the General Achievement Test (GAT). The GAT is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards VCE results, they do play an important role in checking School-Based Assessments and external assessments have been accurately assessed.

The components of the GAT are:

- written communication
- mathematics, science and technology
- humanities, the arts and social sciences

## VCAA examination rules

Students are required to observe the VCAA rules for the conduct of VCE external assessments that are conducted by or on behalf of the VCAA, as well as the day-to-day rules of the institution hosting the external assessment. VCAA rules shall apply with appropriate and reasonable modifications to students who have disabilities or other impairments. The rules are available on the VCAA website and are included in relevant publications for students, such as the GAT brochure and VCE Exams Navigator.

## Student identification requirements for VCE external assessments

Students must identify themselves by writing their VCAA student number on the response materials used for VCE written examinations. Student numbers are provided to students by the VCAA through their school.

Students undertaking the oral component of the VCE Languages examination will be required to identify themselves by stating, in English, their student number.

All students undertaking a performance or Languages oral examination and students completing a written examination will be required to provide personal identification at the registration point for their assessment.

The personal identification must consist of a clear photograph of the student and their full name such as your student ID card. Your student card also contains your VCAA number.

# VICTORIAN CERTIFICATE OF EDUCATION (VCE)

# > VCE

## School-Based Assessment at the GAT

The VCAA will apply statistical moderation procedures to School-Based Assessment scores to ensure they are comparable across the state and fair to all students. The statistical moderation process compares the level and spread of each school's assessments of its students in each study with the level and spread of the same students' scores in the external assessment and adjusts the school scores if necessary.

In some studies, GAT scores will also be used for statistical moderation. This will only be done if it provides a better match with School-Based Assessments throughout the state. The external assessment scores will always have the major influence in the statistical moderation calculations.

## Study scores and scaling

The cross-study comparison of students involves a statistical treatment of each student's Study Scores, after which these can be added in a simple way to derive each student's ATAR.

Central to the statistical treatment of study scores is a process known as scaling, which is a way of acknowledging the degree of competition in each study.

The degree of competition in a study is judged by looking at the total performance of the group of students taking that study; that is, the performance of that group of students in all the studies in their programs compared with their performance in that study. If this reveals a particular study has students with a markedly high performance in all the studies in their programs, then the competition in that study was clearly very great. Therefore, all the Study Scores for that study might well be scaled upwards. On the other hand, in a study which has students with a lower overall performance in all their studies, competition was lower. Therefore, all the Study Scores in that study might well be scaled downwards.

The degree of scaling upwards or downwards depends on the relative competition in each study as revealed by the cross-study comparison. The Scaling Report and further details about tertiary selection are available on the VTAC website, [www.vtac.edu.au](http://www.vtac.edu.au)

Statistical Moderation in the VCE: Please see the Statistical Moderation Brochure on the VCAA website.

## Study Scores

A study score indicates how a student performed in relation to all others who took the study. It is calculated using the student's moderated School-Based Assessment scores, the externally assessed task and the examination scores for each study. The maximum study score is 50. For studies with many enrolments (1000 or more), the following table shows the approximate proportion of students who will achieve a study score on or above the stated values. For studies with fewer enrolments, the proportions may vary slightly.

Study Score	45	40	35	30	25	20
Approx. percentage of students on or above this position	2%	9%	26%	53%	78%	93%



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# VCE SUBJECT SELECTIONS

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**> 2026 - 2027**

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# VCE Program and Subject Selections

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## CLASS OF 2027

This subject selection booklet is designed to be informed by your Career Action Plan, the St Anne's College VCE Handbook, Senior Secondary Pathways website and careers practitioner advice.

Prior to selecting your VCE course and subjects, it is important that you:

1. Thoroughly read through the VCE Handbook and understand the two pathway options you have to choose from at St Anne's College: VCE and VCE/Vocational Major.
2. Consider your Career Action Plan and possible pre-requisite courses and units you may need to complete to enter your planned pathway after finishing secondary school.
3. Consider your Year 10 results, which highlight your strengths and weaknesses. Ask yourself:
  - a. Are you an academic student who succeeds on graded assessment, performs well on exams and completes regular homework? Or...
  - b. Are you an applied learner who prefers group tasks, projects and learning by doing?
4. Book an appointment with the Careers Team via [www.sackialla.careers.com.au](http://www.sackialla.careers.com.au)
5. Complete the draft Subject Selection Form on the following pages and bring this to your careers counselling appointment.
6. At your careers appointment, you will receive your subject selection form. Ensure you complete this and submit it to reception by **Friday, August 1, 2025**.

### *Please note:*

- St Anne's College highly recommends parents/carers attend student careers counselling sessions
- Some courses incur additional fees. Unit 2 Biology includes a camp fee of approximately \$300. VET materials charges vary by course, ranging from \$250 - \$450.
- Year 10 staff will make recommendations about a student's preparedness for a VCE or VCE VM pathway. Where student choices do not align with recommendations, meetings with the VCE Coordinator, 7-12 Learning and Teaching Leader and the 10-12 Community and Wellbeing Leader may be arranged to discuss your selections.
- A student booklist will be published in Term 4 of this year. Ensure you purchase all texts and materials identified on this list.
- The Early Commencement Program runs from Monday, November 24 - Friday, December 12. Students enrolled in VCE in 2026 are expected to attend all classes during this time to prepare for the 2026 school year.

# > VCE

## VCE SUBJECT CHOICES

Below are the subject selections a student can make for each VCE elective in 2026.

As English and Religious Education are not electives, you do not need to select them.

You must select a first and second preference from each row.

Students fast-tracking must ensure they choose their Unit 3&4 subject as their first preference. Fast-track options are in bold.

ELECTIVE	SUBJECT OPTIONS				
Elective 1 <i>Choose one from:</i>	Unit 1&2 Business Management	Unit 1&2 Physical Education	Unit 1&2 Physics	<b>Unit 3&amp;4 Psychology</b>	<b>Unit 3&amp;4 Legal Studies</b>
Elective 2 <i>Choose one from:</i>	Unit 1&2 Food Studies	Unit 1&2 General Maths	Unit 1&2 Mathematical Methods		
Elective 3 <i>Choose one from:</i>	Unit 1&2 Chemistry	Unit 1&2 Economics	Unit 1&2 Health and Human Development		
Elective 4 <i>Choose one from:</i>	Unit 1&2 General Maths	Unit 1&2 Modern History	Unit 1&2 Psychology	<b>Unit 3&amp;4 Physical Education</b>	
Elective 5 <i>Choose one from:</i>	Unit 1&2 Legal Studies	Unit 1&2 Art Creative Practice	Unit 1&2 Biology		

# VCE 2026-2027

## Subject Selection

Draft

Student Full Name:  PG:

Career Ideas/Pathways:

### PREFERRED PROGRAM:

VCE (Complete table below)

VCE- VM (Please skip to the next page)

### YR 11 2026 VCE PROGRAM

	1st Preference	2nd Preference
<b>Elective 1</b>		
<b>Elective 2</b>		
<b>Elective 3</b>		
<b>Elective 4</b>		
<b>Elective 5</b>		

### VCE-VET PROGRAM

Please identify here if you are interested in completing a VET Course as part of your VCE studies. Please note; you must select a VET course if you are considering completing VCE without an ATAR.

### YR 12 2027 VCE PROGRAM

If you are not fast tracking, which VCE study do you plan on not continuing in 2027?

## YR 11 2026 VCE VM PROGRAM

VCE or VET Study	VCE Year 11 2026	Year 12 2027
<b>English</b>	<input type="checkbox"/> Unit 1 and 2 Literacy or <input type="checkbox"/> Unit 1 and 2 English	<input type="checkbox"/> Unit 3 and 4 Literacy or <input type="checkbox"/> Unit 3 and 4 English
<b>Mathematics</b>	<input type="checkbox"/> Unit 1 and 2 Numeracy or <input type="checkbox"/> Unit 1 and 2 General Maths or <input type="checkbox"/> Unit 1 and 2 Maths Methods	<input type="checkbox"/> Unit 3 and 4 Numeracy or <input type="checkbox"/> Unit 3 and 4 General Maths or <input type="checkbox"/> Unit 3 and 4 Maths Methods
<b>VET Certificate II or III</b>	Preference 1:	
	Preference 2:	

**Please note:** *Work Related Skills, Personal Development Skills, Structured Workplace Learning and Religious Education are all compulsory courses, so you do not need to select these.*

**By choosing to engage in the VCE-Vocational Major course you understand that:**

- You will attend St Anne's College on Monday, Tuesday and Thursday and engage fully in your VCE-VM Units of study.
- You will maintain an attendance rate of 85% or higher.
- You will enroll in a VET course through St Anne's College or GOTAFE, or you have secured a SBAT.
- You will engage in Structured Workplace Learning or a volunteer placement each Friday.

Please bring this sheet with you to your career's appointment

### My Career's Appointment

DAY	TIME	CAREERS PRACTITIONER







# VCE Subject Offerings

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VICTORIAN CERTIFICATE OF EDUCATION

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# BIOLOGY

## RATIONALE

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

## STRUCTURE

The study is made up of four units, structured as a series of curriculum-framing questions that reflect the inquiry nature of the discipline.

Unit 1: How do organisms regulate their functions?

Unit 2: How does inheritance impact on diversity?

Unit 3: How do cells maintain life?

Unit 4: How does life change and respond to challenges?

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and is complemented by a set of key science skills.

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 & 4 as a sequence. Units 1-4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## SUBJECT LEVY

Unit 2 : \$300

## ASSESSMENT

### Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks. Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

### Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student's level of achievement in Units 3 and 4 will be determined by School-Assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4. The study score is reported on a scale of 0-50; it is a measure of how well the student performed in relation to all others who completed the study. Percentage contributions to the study score in VCE Biology are as follows:

Unit 3 School-assessed Coursework: 20 per cent

Unit 4 School-assessed Coursework: 30 per cent

End-Of-Year examination: 50 per cent.

# BIOLOGY

## UNIT GUIDE

### Unit 1: How do organisms regulate their functions?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

### Unit 2: How does inheritance impact on diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

### Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

### Unit 4: How does life change and respond to challenges?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

# BUSINESS MANAGEMENT

## RATIONALE

In contemporary Australian society there is a range of businesses managed by people who establish systems and processes to achieve a variety of business objectives. These systems and processes are often drawn from both historical experience and management theories that are designed to optimise the likelihood of achieving success.

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

The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

## STRUCTURE

The study is made up of four units.

Unit 1: Planning a business  
Unit 2: Establishing a business  
Unit 3: Managing a business  
Unit 4: Transforming a business

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 & 4 as a sequence. Units 1-4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## ASSESSMENT

### Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to VCAA as S (satisfactory) or N (not satisfactory).

### Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student's level of achievement in Units 3 and 4 will be determined by School-Assessed Coursework (SACs), as specified in the VCE study design, and external assessment.

VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4. The study score is reported on a scale of 0-50; it is a measure of how well the student performed in relation to all others who took the study. Percentage contributions to the study score in VCE Business Management are as follows:

Unit 3 School-assessed Coursework: 25 per cent  
Unit 4 School-assessed Coursework: 25 per cent  
End-Of-Year examination: 50 per cent.

# BUSINESS MANAGEMENT

## UNIT GUIDE

### Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

### Unit 2: Establishing a business

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

### Unit 3: Managing a business

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

### Unit 4: Transforming a business

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

# CHEMISTRY

## RATIONALE

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

## STRUCTURE

The study is made up of four units.

- Unit 1: How can the diversity of materials be explained?
- Unit 2: How do chemical reactions shape the natural world?
- Unit 3: How can design and innovation help to optimise chemical processes?
- Unit 4: How are carbon-based compounds designed for purpose?

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 & 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## ASSESSMENT

### Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks. Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

### Levels of achievement

#### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

#### Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student's level of achievement in Units 3 and 4 will be determined by School-Assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4. The study score is reported on a scale of 0-50; it is a measure of how well the student performed in relation to all others who took the study. Percentage contributions to the study score in VCE Chemistry are as follows:

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 30 per cent
- End-Of-Year examination: 50 per cent.

# CHEMISTRY

## UNIT GUIDE

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

### Unit 2: How do chemical reactions shape the natural world?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

### Unit 3: How can design and innovation help to optimise chemical processes?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

### Unit 4: How are carbon-based compounds designed for purpose?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

# ECONOMICS

## RATIONALE

The study of economics examines the role of consumers, businesses, governments and other organisations in decision-making about the allocation of resources, the production and distribution of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions as well as the intended and unintended consequences of economic decision-making. Acquisition of economics knowledge and skills assists students to make more informed and responsible economic decisions and contribute to public discourse as informed citizens.

Through studying economics, students develop a range of skills, including an ability to gather, organise, analyse and synthesise a wide selection of economics information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They consider the way in which economic agents respond to incentives, disincentives, make trade-offs, weigh up costs and benefits and make judgments about what is efficient and what is fair. They utilise economic models and the tools of economists effectively to analyse and evaluate the decisions made by key economic agents. In the process students appreciate the different viewpoints about issues that may affect the modern economy and broader society.

Over time, the changing nature of work will require students to be equipped with the kinds of transferrable, problem-solving, communication, evaluation and critical analysis skills developed through the study of economics. These skills can be used across many employment fields, including foreign affairs, banking, finance, health, environment and education.

Economics leads to a broad range of career options such as economist, journalist, public policy advisor, political consultant, media commentator, entrepreneur, business owner, environmental manager, investment banker, investment analyst, management consultant, business analyst, actuary, accountant, academic, teacher, stockbroker, banker, town planner and many more.

## STRUCTURE

The study is made up of four units.

- Unit 1: Economic decision-making
- Unit 2: Economic issues and living standards
- Unit 3: Australia's living standards
- Unit 4: Managing the economy

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 & 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## ASSESSMENT

### Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

### Levels of achievement

#### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

#### Units 3 and 4

VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student's level of achievement in Units 3 and 4 will be determined by School-Assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Percentage contributions to the study score in VCE Economics are as follows:

- Unit 3 School-Assessed Coursework: 25 per cent
- Unit 4 School-Assessed Coursework: 25 per cent
- End-Of-Year examination: 50 per cent.

# ECONOMICS

## UNIT GUIDE

### Unit 1: Economic decision-making

Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Students use demand and supply models to explain changes in prices and quantities traded. Through close examination of one or more markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards. Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour. They investigate at least one behavioural economics experiment, and analyse how the theories and observations of behavioural economics have been used by government in planning and implementing policy, and by businesses in managing their relationships with consumers.

### Unit 2: Economic issues and living standards

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Economics provides useful tools for investigating contemporary issues that inspire debate and wide differences in opinion. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

# ECONOMICS

## UNIT GUIDE

### Unit 3: Australia's living standards

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

Students develop an understanding of the macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards. Students assess the extent to which the Australian economy has achieved these macroeconomic goals during the past two years.

Australia's living standards depend, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships and the effect of these on Australian living standards. Students analyse how international transactions are recorded, and examine how economic factors might affect the value of the exchange rate, the terms of trade and Australia's international competitiveness. Students also analyse how changes in the value of the exchange rate, the terms of trade and international competitiveness affect the domestic macroeconomic goals.

### Unit 4: Managing the economy

The ability of the Australian economy to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Policymakers, including the Australian Government and the Reserve Bank of Australia (RBA), can utilise a wide range of policy instruments to affect these goals and to affect living standards.

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards. Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards.

Students consider and evaluate the strengths and weaknesses of the aggregate demand policies in achieving the domestic macroeconomic goals and living standards.

Expanding the productive capacity of the economy and improving Australia's international competitiveness is critical to ensuring that economic growth, low inflation and employment opportunities can be maintained both now and into the future. Students consider how the Australian Government utilises selected aggregate supply policies to pursue the achievement of the domestic macroeconomic goals and living standards over the long term.

# ENGLISH/EAL

## RATIONALE

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

## STRUCTURE

The study is made up of four units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. However, it is recommended that prior to enrolment in this study, EAL students have demonstrated achievement at C3 or above on the Victorian Curriculum F-10: EAL.

Units 1 - 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## ASSESSMENT

### Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks. Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

### Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student's level of achievement in Units 3 and 4 will be determined by School-Assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4. The study score is reported on a scale of 0-50; it is a measure of how well the student performed in relation to all others who completed the study. Percentage contributions to the study score in VCE English and EAL are as follows:

Unit 3 School-Assessed Coursework: 25 per cent

Unit 4 School-Assessed Coursework: 25 per cent

End-Of-Year Examination: 50 per cent.

# ENGLISH/EAL

## UNIT GUIDE

### Unit 1:

#### **Area of Study 1 - Reading and exploring texts**

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text *The Turning* by Tim Winton. For this outcome, students will read and explore one set text. Students are provided with opportunities to practise and extend their writing about texts. They are given time and support to extend their writing through reflection, editing and feedback.

#### **Area of Study 2 - Crafting texts**

In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience. Students employ and experiment with the qualities of effective writing in their own work. As they craft their texts, students explore text structures and language features, and ideas.

### Unit 2:

#### **Area of Study 1 - Reading and exploring texts**

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in the text, *My Brilliant Career* by Miles Franklin, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1. Students read and explore one set text, examine historical context, social and cultural values, developing their analytical writing.

#### **Area of Study 2 - Exploring argument**

In this area of study, students consider the way arguments are developed and delivered in many forms of media. Students practise analysing persuasive texts using note taking, summaries and short-answer questions, and through formal, analytical writing. Students employ their understanding of argument to create their own point of view text. They construct this text for oral presentation and learn about the conventions of oral presentation for persuasive purposes.

### Unit 3:

#### **Area of Study 1 - Reading and responding to texts**

In this area of study, students apply reading and viewing strategies to critically engage with the text *We Have Always Lived in the Castle* by Shirley Jackson, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text. All students are provided with opportunities to practise and extend their writing about texts. Prior to summative assessment, they are given time and support to extend their writing through reflection, editing and feedback.

#### **Area of Study 2 - Creating texts**

In this area of study, students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Students work with mentor texts to inspire their own creative processes to generate ideas for their writing, and to model effective writing based on the Framework "Personal Journey".

### Unit 4:

#### **Area of Study 1 - Reading and responding to texts**

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values the text can convey, *Rainbow's End* by Jane Harrison. They recognise and explain the ways the historical context, and social and cultural values can effect a reader, and analyse how these social and cultural values are presented. Students are provided with opportunities to practise and extend their writing about texts. Prior to summative assessment, they are given time and support to extend their writing through reflection, editing and feedback.

#### **Area of Study 2 - Analysing argument**

In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year. Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect. Students plan and develop written analyses in response to their explorations. Students practise the skills of revision and editing for clarity and coherence. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation. Through active listening, reading and viewing, students monitor and evaluate arguments on a topic of their choice, and then plan and develop their own point of view text on that topic.

# FOOD STUDIES

## RATIONALE

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

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

## STRUCTURE

The study is made up of four units.

- Unit 1: Food origins
- Unit 2: Food makers
- Unit 3: Food in daily life
- Unit 4: Food issues, challenges and futures

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

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## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1–4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum

## ASSESSMENT

### Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks. Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

### Levels of achievement

#### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

#### Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student's level of achievement in Units 3 and 4 will be determined by School-Assessed Coursework (SAC) as specified in the VCE study design, and external assessment. The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who completed the study. Percentage contributions to the study score in VCE Food Studies are as follows:

Unit 3 School-Assessed Coursework: 30 per cent

Unit 4 School-Assessed Coursework: 30 per cent

End-Of-Year Examination: 40 per cent.

# FOOD STUDIES

## UNIT GUIDE

### Unit 1: Food origins

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food. In Area of Study 2 students focus on Australia. They look at Australian Indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

### Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

### Unit 3: Food in daily life

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

### Unit 4: Food issues, challenges and futures

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population. In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues.

# HEALTH AND HUMAN DEVELOPMENT

## RATIONALE

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically - across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

## STRUCTURE

The study is made up of four units.

Unit 1: Understanding health and wellbeing  
Unit 2: Managing health and development  
Unit 3: Australia's health in a globalised world  
Unit 4: Health and human development in a global context

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 & 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## ASSESSMENT

### Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory)

### Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student's level of achievement in Units 3 and 4 will be determined by School-Assessed Coursework (SACs) as specified in the VCE study design and external assessment.

VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0-50; it is a measure of how well the student performed in relation to all others who took the study. Percentage contributions to the study score in VCE Health and Human Development are as follows:

Unit 3 School-Assessed Coursework: 25 per cent

Unit 4 School-Assessed Coursework: 25 per cent

End-Of-Year Examination: 50 per cent.

# HEALTH AND HUMAN DEVELOPMENT

## UNIT GUIDE

### Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organisation's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

### Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

### Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organisation (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

### Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organisation (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

# HISTORY

## RATIONALE

The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the historical source and the world context in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of historical sources that are used as evidence. Furthermore, judgments about historical significance made by historians are central to the discipline. Historians do not always agree about the meaning of the past; historical interpretations are often subject to academic and popular debate. Therefore, history is contested, and students develop an ability to work within this contested space to form their own opinions and to defend them using evidence. The study of VCE History equips students to enhance their critical thinking, take an informed position on how the past informs the present and future, and contributes to them becoming informed and engaged citizens.

### Levels of achievement

#### Unit 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

#### Unit 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student's level of achievement in Units 3 and 4 will be determined by School-Assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0-50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current VCE and VCE/VM Administrative Handbook for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE History are as follows:

Unit 3 School-Assessed Coursework: 25 per cent

Unit 4 School-Assessed Coursework: 25 per cent

End-Of-Year examination: 50 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

## STRUCTURE

The study is made up of four units.

Unit 1: Ideology and conflict

Unit 2: Social cultural and change

Unit 3: Russian Revolution

Unit 4: French Revolution

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1-4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## ASSESSMENT

### Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks. Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

# MODERN HISTORY

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## UNIT GUIDE

### Unit 1: Change and Conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

### Unit 2: The changing world order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

# HISTORY REVOLUTIONS

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## UNIT GUIDE

### Unit 3 and 4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

# ITALIAN

## RATIONALE

The study of Italian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of Italian provides students with the ability to understand and use a language that is spoken in Italy, Vatican City and San Marino. Italian is one of the official languages of Switzerland and the European Union. Italian is widely spoken in Malta, Albania, Croatia, Argentina, Brazil, Canada and the United States for whom Italian is a means of communication.

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Italian-speaking communities in Australia and internationally in a variety of endeavours, such as tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.

### Levels of achievement

#### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

#### Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in the VCE study design.

The student's level of achievement in Units 3 and 4 will be determined by School-Assessed Coursework (SAC) as specified in the VCE study design and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0-50; it is a measure of how well the student performed in relation to all others who took the study. Percentage contributions to the study score in VCE Italian are as follows:

Unit 3 School-Assessed Coursework: 25 per cent

Unit 4 School-Assessed Coursework: 25 per cent

Examinations: oral component and written component: 50 per cent

## STRUCTURE

The study is made up of four units. Each unit deals with language and specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 & 4 as a sequence. Units 1-4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curricula. VCE Italian is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

## SUBJECT LEVY

Unit 1&2: \$250

Unit 3&4: \$250

## ASSESSMENT

### Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

# ITALIAN

## UNIT GUIDE

### Unit 1

In this unit students develop an understanding of the language and culture/s of Italian-speaking communities through the study of three or more topics. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Italian culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

### Unit 2

In this unit students develop an understanding of aspects of language and culture through the study. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

### Unit 3

In this unit students investigate the way Italian speakers interpret and express ideas, and negotiate and persuade in Italian through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Italian, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Italian-speaking communities. They reflect on how knowledge of Italian and Italian-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

### Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Italian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Italian.

Students identify and reflect on cultural products or practices that provide insights into Italian-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

# LEGAL STUDIES

## RATIONALE

In contemporary Australian society there are a range of laws existing to both protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of a democratic society interact with laws and the legal system through many aspects of their lives and can also influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, as well as other careers in the courtroom, education and law enforcement.

## STRUCTURE

The study is made up of four units.

- Unit 1: The presumption of innocence
- Unit 2: Wrongs and rights
- Unit 3: Rights and justice
- Unit 4: The people, the law and reform

Each unit deals with specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1–4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## ASSESSMENT

### Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks. Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

### Levels of achievement

#### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

#### Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who completed the study. Teachers should refer to the current VCE Administrative Handbook for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Legal Studies are as follows:

Unit 3 School-Assessed Coursework: 25 per cent

Unit 4 School-Assessed Coursework: 25 per cent

End-Of-Year examination: 50 per cent

# LEGAL STUDIES

## UNIT GUIDE

### Unit 1: The presumption of innocence

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

### Unit 2: Wrongs and rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

### Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases. Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

### Unit 4: The people, the law and reform

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

# MATHEMATICS

## RATIONALE

**This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline and its applications. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society and globalised world, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.**

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3; however, students undertaking Mathematical Methods Units 1 and 2 or Specialist Mathematics Units 1 and 2 are assumed to have a sound background in number, algebra, function, geometry, probability and statistics. Students must undertake Unit 3 & 4 as a sequence. Units 1- 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## STRUCTURE

The study is made up of the following units:

Foundation Mathematics Units 1-4\*

Not offered at St Anne's College in 2026

General Mathematics Units 1-4

Mathematical Methods Units 1-4

Specialist Mathematics Units 1-4\*

Not offered at St Anne's College in 2026

Each unit covers specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills. A glossary defining terms used across Units 1 to 4 in the VCE Mathematics Study Design is included in the Support materials.

The areas of study from which content is drawn as applicable to each unit are: Algebra, number and structure; Calculus; Data analysis, probability and statistics; Discrete Mathematics; Functions, relations and graphs; and Space and measurement.

Units 1-4 have been developed as a sequence, with Units 1 and 2 covering assumed key knowledge and key skills as preparation for Units 3 and 4.

General Mathematics Units 1-4 provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important.

Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

Mathematical Methods Units 1-4 provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

# MATHEMATICS

## UNIT GUIDE

### ASSESSMENT

#### **Satisfactory completion**

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate achievement of the set of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not Satisfactory).

#### **Levels of achievement**

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4. The study score is reported on a scale of 0-50; it is a measure of how well the student performed in relation to all others who took the study. Percentage contributions to the study score in VCE Mathematics are as follows:

#### **General Mathematics**

Unit 3 School-Assessed Coursework: 24 per cent  
Unit 4 School-Assessed Coursework: 16 per cent  
Units 3 and 4 Examination 1: 30 per cent  
Units 3 and 4 Examination 2: 30 per cent.

#### **Mathematical Methods**

Unit 3 School-assessed Coursework: 20 per cent  
Unit 4 School-assessed Coursework: 20 per cent  
Units 3 and 4 Examination 1: 20 per cent  
Units 3 and 4 Examination 2: 40 per cent.

Examination 1 for Mathematical Methods and Examination 1 for Specialist Mathematics are technology-free examinations. All other VCE mathematics examinations assume student access to VCAA approved technology and bound reference.

# GENERAL MATHEMATICS

## UNIT GUIDE

### Unit 1:

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

### Unit 2:

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

### Units 3 and 4:

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

# MATHEMATICAL METHODS

## UNIT GUIDE

### Unit 1:

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

### Unit 2:

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 2, students are expected to have covered the content outlined in each area of study. Material from the areas of study should be organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation and anti-differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

# MATHEMATICAL METHODS

## UNIT GUIDE

### Units 3 and 4:

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

For Unit 3 a selection of content would typically include the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, a corresponding selection of content would typically consist of remaining content from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' area of study. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including to probability distributions of continuous random variables.

The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in an area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

# PHYSICAL EDUCATION

## RATIONALE

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

## STRUCTURE

The study is made up of four units.

Unit 1: The human body in motion

Unit 2: Physical activity, sport, exercise and society

Unit 3: Movement skills and energy for physical activity, sport and exercise

Unit 4: Training to improve performance

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## ASSESSMENT

### Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks. Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to VCAA as S (Satisfactory) or N (Not Satisfactory)

### Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student's level of achievement in Units 3 and 4 will be determined by School-Assessed Coursework (SACs) and/or School-assessed Tasks (SATs) as specified in the VCE study designs, and external assessment.

VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0-50; it is a measure of how well the student performed in relation to all others who took the study. Percentage contributions to the study score in VCE Physical Education are as follows:

Unit 3 School-Assessed Coursework: 20 per cent

Unit 4 School-Assessed Coursework: 30 per cent

End-Of-Year Examination: 50 per cent.

# PHYSICAL EDUCATION

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## UNIT GUIDE

### Unit 1: The human body in motion

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems.

### Unit 2: Physical activity, sport, exercise and society

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts. Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour.

### Unit 3: Movement skills and energy for physical activity, sport and exercise

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes. Students investigate the characteristics and interplay of the three energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

### Unit 4: Training to improve performance

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels. Students assess fitness and use collected data to justify the selection of fitness tests, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The program is evaluated according to the needs of the individual and chronic adaptations to training.

# PHYSICS

## RATIONALE

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

## STRUCTURE

The study is made up of four units, structured under a series of curriculum-framing questions that reflect the inquiry nature of the discipline.

Unit 1: How is energy useful to society?

Unit 2: How does physics help us to understand the world?

Unit 3: How do fields explain motion and electricity?

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and is complemented by a set of key science skills.

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 & 4 as a sequence. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1-4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## ASSESSMENT

### Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks. Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

### Levels of achievement

#### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

#### Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student's level of achievement in Units 3 and 4 will be determined by School-Assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4. The study score is reported on a scale of 0-50; it is a measure of how well the student performed in relation to all others who took the study. Percentage contributions to the study score in VCE Physics are as follows:

Unit 3 School-Assessed Coursework: 30 per cent

Unit 4 School-Assessed Coursework: 20 per cent

End-Of-Year Examination: 50 per cent.

# PHYSICS

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## UNIT GUIDE

### Unit 1: How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

### Unit 2: How does physics help us to understand the world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. Students conduct an investigation into a physics topic of their choice to justify a stance, response or solution to a contemporary societal issue or application relating to their chosen topic.

### Unit 3: How do fields explain motion and electricity?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields - gravitational, magnetic and electric - and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

### Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy, once quite distinct, become almost synonymous.

# PHYSICS

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## UNIT GUIDE

### Unit 3: How do fields explain motion and electricity?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields - gravitational, magnetic and electric - and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in

### Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy, once quite distinct, become almost synonymous.

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 2.

# PSYCHOLOGY

## RATIONALE

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

## ASSESSMENT

### Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (not satisfactory).

### Levels of achievement

#### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to VCAA.

#### Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. The student's level of achievement in Units 3 and 4 will be determined by School-Assessed Coursework (SAC) as specified in the VCE study design, and external assessment. The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4. The study score is reported on a scale of 0-50; it is a measure of how well the student performed in relation to all others who completed the study. Percentage contributions to the study score in VCE Psychology are as follows:

Unit 3 School-Assessed Coursework: 20 per cent  
Unit 4 School-Assessed Coursework: 30 per cent  
End-Of-Year Examination: 50 per cent

## STRUCTURE

The study is made up of four units, structured as a series of curriculum-framing questions that reflect the inquiry nature of the discipline:

Unit 1: How are behaviour and mental processes shaped?

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

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

Unit 4: How is mental wellbeing supported and maintained?

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and is complemented by a set of key science skills.

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 & 4 as a sequence. Units 1-4 are designed to the equivalent standard of the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## SAFETY AND WELLBEING

As part of this study, teachers and students may be involved in teaching and learning activities that may include potentially sensitive topics. VCE Psychology is informed by a strengths-based and culturally safe approach and teachers should ensure students are supported to develop knowledge and skills that nurture their own health and wellbeing. Teachers will ensure students have opportunities to consider topics systematically, objectively and in a culturally responsive way, and to become aware of the diversity of views held on such topics. Students will not be asked to disclose personal information about their own or others' health status and behaviours and students will be provided with information about sourcing available support services within and outside school, if appropriate and as needed.

## ETHICAL CONDUCT OF EXPERIMENTAL INVESTIGATIONS

As part of this study, teachers and students may be involved in teaching and learning activities that involve practical work and scientific investigations using human subjects, including the students studying VCE Psychology. Teachers and students have a legal and moral responsibility to ensure they always demonstrate ethical conduct when undertaking such activities.

## SCIENTIFIC INVESTIGATION

Students undertake scientific investigations across Units 1 to 4 of this study. Scientific investigations may be undertaken in groups, but all work for assessment must be completed individually. All VCE science studies include scientific investigations that are student-designed. In approving student-designed investigation topics, teachers and schools must ensure an investigation proposed by a student for a VCE Psychology assessment task is not able to be presented as an assessment task in another VCE study at the school.

# PSYCHOLOGY

## UNIT GUIDE

### Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence brain damage may have on a person's psychological functioning.

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them.

They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

### Unit 4: How is mental wellbeing developed and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

# YEAR 11 RELIGIOUS EDUCATION

## RATIONALE

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a spirituality, religious tradition or religious denomination? What are the principles that guide decision-making? Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories.

Ethical questions that demand practical moral judgment are raised at the personal, family, local, wider community, national and global level. Family, community and traditional connections tie people together and provide an ethical background to guide what individuals choose to do, approving of some choices and disapproving of others. This ethical background is enmeshed with the dominant religious and philosophical traditions within a culture at a particular point in time.

In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews co-exist, in the light of these investigations.

## STRUCTURE

Students consider the aspects of religion when exploring selected religious traditions and religion in general.

Area of Study 1: Ethical decision-making and moral judgment

Area of Study 2: Religion and ethics

Area of Study 3: Ethical issues in society

## ENTRY

Religious Education is compulsory for all Year 11 students. VCE students undertake Unit 2, Religion and Ethics for five sessions per cycle across two semesters, while VCE/VM students undertake the Source of Life unit - Called to Action - for five sessions per cycle over two semesters of Year 11.

## ASSESSMENT

### Satisfactory completion

Satisfactory completion of the unit is based on the teacher's decision the student has demonstrated achievement across the three Areas of Study and outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

# YEAR 12 RELIGIOUS EDUCATION

## RATIONALE

### The Language of Beauty

In this unit students will explore how religion and religious ideas are presented in art, architecture, music, dance, drama, literature or film. The theological perspective conveyed in various artworks will be examined in the light of associated historical and societal perspectives. In this unit students will be exposed to the ways that the arts present religious ideas, express religious sentiment, engage people in prayer, and challenge religious ideas.

## STRUCTURE

By the end of this unit students should be able to:

1. Investigate the ways in which religion and religious ideas are presented in various art forms and in a variety of historical and social contexts.
2. Identify the potential for personal religious experience through engaging in, and reflecting on, the Arts.

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## ENTRY

All students in Year 12 study Religious Education for five sessions per fortnight. Students will study the Source of Life post compulsory unit -The Language of Beauty - in 2026.

## ASSESSMENT

### Major Assessment Task

In consultation with their class teacher, students construct their own recontextualised religious expression or expression of spirituality using art, music, dance, drama, literature - as a single piece or as a folio of works. In light of the intentionality of the art form, document and justify their use of the particular medium and explain the significance of the work's components.

# VISUAL ARTS: CREATIVE PRACTICE

## RATIONALE

VCE Art Creative Practice helps students explore the importance of art in both contemporary life and throughout history. They learn how artists express personal ideas, cultural values, and different world views through their creative work. By looking at artworks from a variety of times and cultures, students develop the ability to interpret meaning, understand different perspectives, and think deeply about the messages art can communicate. This subject encourages both independent and collaborative learning, as students explore creative solutions and use their own ideas to make meaningful artworks.

Throughout the course, students develop practical art-making skills while also building their understanding of art history, theory, and critical thinking. They are encouraged to take creative risks, experiment with materials, and reflect on their process as they grow as both artists and viewers. These skills not only support personal growth and confidence but also prepare students for further study or careers in the arts and related fields. Most importantly, the subject fosters creativity, communication, and visual literacy—skills that are valuable in many areas of life and contribute to a lifelong appreciation for the arts.

## STRUCTURE

The study is made up of four units.

Unit 1: Interpreting artworks and exploring the Creative Practice

Unit 2: Interpreting artworks and developing the Creative Practice

Unit 3: Investigation, ideas, artworks and the Creative Practice

Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

There are no prerequisites for entry to Units 1,2,3. Students must undertake Unit 3 & 4 as a sequence. Students entering Unit 3 without Units 1 and /or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1-4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## ENTRY

There are no prerequisites for entry to Units 1, 2 and 3; however, Units 1 and 2 form the foundation of the key knowledge and key skills for Units 3 and 4. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1-4 are designed to the equivalent standard of the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum. A glossary defining terms used across Units 1 to 4 in the VCE Art Creative Practice Study Design is included in the Support materials.

## ASSESSMENT

### Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks. Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (satisfactory) or N (Not Satisfactory)

### Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student's level of achievement in Units 3 and 4 will be determined by School-Assessed Coursework (SAC) and a School-assessed Task (SAT) as specified in the VCE study design, and external assessment (examination). The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4. The study score is reported on a scale of 0-50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current VCE Administrative Handbook for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Art Creative Practice are as follows:

- Units 3 and 4 School-Assessed Task: 60 per cent
- Unit 4 School-assessed Coursework: 10 per cent
- End-Of-Year examination: 30 per cent.

# VISUAL ARTS: CREATIVE PRACTICE

## UNIT GUIDE

### Unit 1: Students begin exploring art by creating and responding to artworks.

They study artists from different cultures and times, focusing on personal identity and how art communicates meaning. They experiment with various materials and techniques, learning both traditional and contemporary styles. Through hands-on research and reflection, students develop their skills and find their own creative voice.

### Unit 2: Interpreting artworks and developing the Creative Practice

In Unit 2, students explore how artists express ideas through both individual and collaborative work. They study artworks from different cultures and times, focusing on how art can reflect or challenge social and personal beliefs.

Students experiment with styles and techniques inspired by their research, using the Cultural Lens to guide their thinking. This helps them understand how cultural influences shape both their own art and the work of others.

### Unit 3: Investigation, ideas, artworks and the Creative Practice

In Unit 3, students begin a major Body of Work that continues into Unit 4. They research an artist to inspire their own artwork, experimenting with materials and ideas through a hands-on, creative process. They also reflect on how artworks communicate meaning and respond to social or personal issues. By using different ways of interpreting art, students develop their own voice and build confidence as independent artists.

### Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

In Unit 4, students finalise their Body of Work, building on ideas from Unit 3. They research artists, refine their techniques, and respond to feedback to complete a resolved artwork. Their creative journey is documented throughout the process.

Students also use Interpretive Lenses to analyse artworks, personally, culturally, and structurally. These help them understand meaning in both their own work and others', supporting a thoughtful and well-developed final presentation.



# VCE VM

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VCE VOCATIONAL MAJOR (VM)

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# VCE VOCATIONAL MAJOR



## What is the Vocational Major?

**The VCE Vocational Major (VCE VM) and Victorian pathways Certificate (VPC) replaced the Victorian Certificate of Applied Learning (VCAL) in 2023.**

VCE VM is a new program within the VCE. It replaces Intermediate VCAL and Senior VCAL. It has no external examinations and no ATAR.

It is a two-year vocational and applied learning program. Students study 16 to 20 units over two years. It can include structured workplace learning and other VCE studies. There are four mandated studies and VET.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3 & 4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours)
- Students must complete a minimum of three other Unit 3 & 4 sequences as part of their program. Units 3 & 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Most students will undertake 16–20 units over the two years.

## Pathway planning and VCE VM

Students who plan to enrol in VCE VM should note the following important points:

- VCE VM does not provide students with an ATAR score and is not a course for students who wish to go on to University directly after secondary school.
- VCE VM is appropriate for students whose career path after school includes entry to TAFE, apprenticeships, traineeships or employment.
- VCE VM tasks are recorded as S or N when students meet each Unit's outcomes. There is no formal graded assessment in VCE VM.

## VCE VM Units

Prospective VCE VM should give careful consideration to Mathematics pre-requisites and seek advice from the College's Careers Practitioners if they plan to enter an apprenticeship or apply for certain TAFE courses.

Prospective VCE VM students will need to complete a VET certificate, at least 180 hours. Students should choose an industry area of interest as the focus of their studies.

Prospective VCE VM students should research their VET options and seek advice from the College's Applied Learning Leader or the Careers Practitioners about the most appropriate VET certificate for their needs.

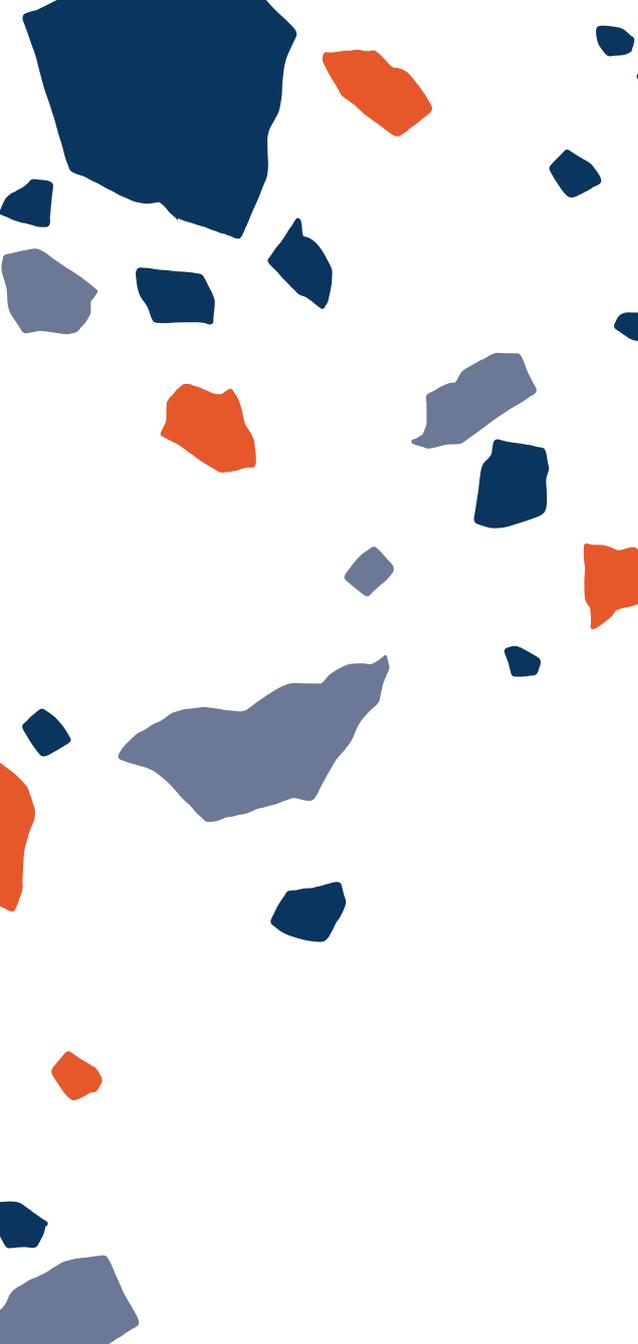
## Structured Workplace Learning (SWL)

VCE VM students also participate in a Structured Workplace Learning placement. Students have the opportunity to choose Structured Workplace Learning that will complement their pathway.

## Assessment and Reporting

All VCE VM unit learning outcomes are assessed. Students must satisfactorily demonstrate their knowledge and skills meet the outcome standards. Evidence of student achievement may include portfolios of evidence, class work, group participation, assignments and projects.

VCE and VET units undertaken as part of a VCE VM program are assessed in accordance with VCE and VET requirements. Students who successfully complete the VCE VM will receive a certificate and statement of results that detail the areas of study they have completed.



## VCE VM

# Checklist

Students who think the VCE VM is the best course for their future pathway should address the following checklist.

If their answer to all of these questions is 'yes', they should discuss the VCE VM in more detail with their parents/carers, the college Careers Team and the Applied Learning Leader.

### **Checklist questions:**

- Do I work better when I am involved in applied tasks rather than academic work?
- Does my career path involve TAFE, an apprenticeship or employment, but not University straight away?
- Am I prepared to travel to TAFE to study the VET course that meets my needs?
- Do I agree to pay for any equipment required for VET courses I'm enrolled in?
- Do I understand it is my responsibility to find a SWL placement?
- Am I prepared to travel outside of the Shepparton area to attend my SWL placement?

Find out more about the VCE Vocational Major:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/VCEVMStudyDesigns.aspx>

# VCE VOCATIONAL MAJOR

# > VM

## School-Based Apprenticeships or Traineeships

**It is possible for VCE VM students to start an Australian School Based Apprenticeship or Traineeship (SBAT).**

SBATs enable students to gain a vocational and technical qualification while completing school studies. They are a great career option for students in Year 11 and Year 12 who have made the decision to pursue a career within a specific industry.

The features of an SBAT include:

- Students can finish Years 11 and 12 while beginning an apprenticeship.

- Students are paid a training wage or apprentice wage for the time spent 'on-the-job' with an employer.

- Students can gain nationally accredited qualifications in an industry.

- Students are covered by a training contract, which links to an industrial award or agreement.

- Students who wish to apply for this program must make contact with an employer independently.

Please note: VCE VM may not be available to international students.

## VCE Vocational Major and the GAT

All students studying at least one Unit 3 & 4 VCE subject (including a VCE VM Unit 3 & 4 subject) or a scored VCE VET subject are expected to sit all or one section of the General Achievement Test (GAT).

The GAT measures a student's general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. It also measures a student's literacy and numeracy skills against new standards introduced in Victoria in 2022.

The new standards indicate whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling - giving another indication of their readiness to move onto further education, training or employment.

While the GAT is important, it does not directly count towards a student's final VCE results. GAT results are used to check VCE external assessments and School-Based Assessments have been accurately and fairly assessed. GAT results may also play a part in determining the final score for a VCE external assessment if a student has a derived examination score approved for that assessment.

No special study is required. Past study of subjects like English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy, and reasoning.

# NUMERACY

## RATIONALE

Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for work, citizenship, personal or social purpose.

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

Technology is an integral part of everyday and working life in Australia. Handheld devices like tablets are used for common daily uses: connectivity, communication, sourcing information, and as a tool for carrying out a myriad of functions. Software applications are available on a range of devices. There is an expectation that our students are ready with these skills when they transition to independent living, further study or to work. The integration of digital technologies in the learning of mathematical processes is essential and is embedded throughout this study.

## STRUCTURE

This study is made up of four units. Each unit deals with specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit.

The Numeracy study design is structured around four complementary and essential components including eight areas of study.

Outcome 1: Numeracy contexts; (Number, Shape, Quantity & Measures, Relationships)

Outcome 2: Problem-solving cycle;

Outcome 3: Mathematical toolkit.

The structure of this study is similar to other VCE Mathematics studies, ensuring a familiar format.

## ENTRY

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially. Students will be introduced to the outcomes for both units at the beginning of the year so they can effectively plan for the latter part of the year and take appropriate actions to be ready for those outcomes.

Each unit involves at least 50 hours of scheduled classroom instruction.

## EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop employability skills. The VCE VM Numeracy Support materials provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

## ASSESSMENT

Assessment is an integral part of teaching and learning that at the senior secondary level:

- identifies opportunities for further learning
- describes student achievement
- articulates and maintains standards
- provides the basis for the award of a certificate

In the VCE Vocational Major it is expected assessment tasks are in line with the key principles underpinning all VCE assessment practice. The system for assessing the learning outcomes for students must be valid, reasonable, equitable, balanced and efficient.

## SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on the teacher's decision the student has demonstrated achievement of the set of outcomes specified for the unit.

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the use of assessment tools.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

An assessment task used to demonstrate achievement of one outcome in a VCE Vocational Major unit cannot be used to demonstrate achievement in any other VCE Vocational Major unit, VET unit of competency or VCE study.

# NUMERACY

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## UNIT GUIDE

### NUMERACY STUDY COMPONENTS

VCE Vocational Major Numeracy is designed around four complementary and essential components:

1. Eight areas of study (four in each unit) that name and describe a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.
2. Outcome 1 is framed around working mathematically across six different numeracy contexts:
  - a) Personal numeracy
  - b) Civic numeracy
  - c) Financial numeracy
  - d) Health numeracy
  - e) Vocational numeracy
  - f) Recreational numeracy.
3. Outcome 2 elaborates and describes a four-stage problem-solving cycle that underpins the capabilities required to solve a mathematical problem embedded in the real world.
4. Outcome 3 requires students to develop and use a technical mathematical toolkit as they undertake their numeracy activities and tasks. Students should be able to confidently use multiple mathematical tools, both analogue and digital/technological.

### SELECTING THE AREAS OF STUDY AND THE NUMERACIES

Students will cover the eight areas of study at least once across Units 1 and 2, and across Units 3 and 4 (four areas of study in each unit).

Areas of study are to be selected to support the teaching and learning for each of the six numeracies, as appropriate to the situations and contextual problems being solved. The order in which the areas of study are taught, and how they are combined with other areas of study, is decided by the school and the teachers. This flexibility is an essential aspect of an applied learning approach.

Combinations can be based on the needs and interests of the student cohort and its community, and related vocational and work requirements.

Schools and teachers must make their selection of the areas of study based on the following guidelines:

- Each unit must include three numeracies.
- All six numeracies must be covered across Units 1 and 2 and across Units 3 and 4.
- Select either one or two areas of study to support each selected numeracy (four areas of study are covered in each unit).

# NUMERACY

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## UNIT GUIDE

### Unit 1

In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies. These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

### Unit 2

In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies. These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

### Unit 3

In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies. These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

### Unit 4

In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies. These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

# LITERACY

## RATIONALE

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in texts drawn from daily life. By engaging with a wide range of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multi-modal representations.

Students will develop their capacity to respond to different texts, enabling them to inform the creation of their own written and oral texts. Students develop their understanding of how texts are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oral communication, so they become confident in their use of language and their ability to comprehend, respond to and create texts for a variety of settings.

## AIMS

This study enables students to:

- develop their everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations
- participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes
- discuss and debate the ways in which values of workplace, community and person are represented in different texts
- present ideas in a thoughtful and reasoned manner

## ENTRY

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially. Students will be introduced to the outcomes for both units at the beginning of the year so they can effectively plan for the latter part of the year and take appropriate actions to be ready for those outcomes.

## EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop employability skills. The VM Literacy online support materials provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

## ASSESSMENT

Assessment is an integral part of teaching and learning at the senior secondary level that:

- identifies opportunities for further learning
- describes student achievement
- articulates and maintains standards
- provides the basis for the award of a certificate.

In the VCE Vocational Major it is expected that assessment tasks are in line with the key principles underpinning all VCE assessment practice. The system for assessing the learning outcomes for students must be valid, reasonable, equitable, balanced and efficient. To be valid and reasonable the assessment tools should only assess learning within the scope of the study design, students should be given clear instructions and tasks should be administered under conditions that are reasonably the same for all students.

## STRUCTURE

This study is made up of four units.

Unit 1:

- Literacy for personal use
- Understanding and creating digital texts

Unit 2:

- Understanding issues and voices
- Responding to opinions

Unit 3:

- Accessing and understanding informational, organisational and procedural texts
- Creating and responding to organisational, informational or procedural texts

Unit 4:

- Understanding and engaging with literacy for advocacy
- Speaking to advise or to advocate

# LITERACY

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## UNIT GUIDE

### Unit 1

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

In this area of study, students will read or watch a variety of texts for a personal purpose, such as finding information. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture. Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings.

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

In this area of study students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. Students will read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact. As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

### Unit 2

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

In this area of study, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions. Students will engage with a range of content from print, visual, aural and multi-modal sources. Students will practise note-taking and responding to short answer questions as well as formulating their own oral and written opinions.

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

In this area of study students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In developing their responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work.

### Unit 3

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

In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students in a vocational setting or workplace, or for their health and participation in the community. As a part of this exploration of texts and content, students will participate and engage in activities that equip them to access, understand and discuss these text types.

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

This area of study focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

### Unit 4

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

In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience.

#### **Area of Study 2: Speaking to advise or to advocate**

In this area of study students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation will be developed in consultation with the teacher and focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills. If students are not undertaking either of these studies, they may select an option from either: Literacy for Civic Participation or Literacy for Everyday Contexts.

# PERSONAL DEVELOPMENT SKILLS

## RATIONALE

Contemporary society has complex and at times contrasting expectations of its citizens and communities. On the one hand there is the apparent ease of global communication and connectedness; on the other, there is evidence that many individuals feel socially isolated, alienated or unsafe. How can this be addressed? And how do we build and sustain civil, connected and forward-thinking communities?

VM Personal Development Skills enables students to explore and address important social challenges and questions. Who am I? What is community? How can we improve the health and wellbeing of individuals? What are my goals as an individual and as part of a community? How do I seek and critique reliable information? How do I build meaningful connections with others? What actions can be taken to respond to issues that affect us as a society?

Through independent and collaborative activities, PDS builds the capacity of students to set personal goals and participate in their communities with confidence, respect, safety and resilience.

## ENTRY

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially.

Each unit involves at least 50 hours of scheduled classroom instruction.

## EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop employability skills. The VM Personal Development Skills online Support materials provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

## ASSESSMENT

Assessment is an integral part of teaching and learning at the senior secondary level that:

- identifies opportunities for further learning
- describes student achievement
- articulates and maintains standards
- provides the basis for the award of a certificate.

In the VCE Vocational Major it is expected assessment tasks are in line with the key principles underpinning all VCE assessment practice. The system for assessing the learning outcomes for students must be valid, reasonable, equitable, balanced and efficient. To be valid and reasonable the assessment tools should only assess learning within the scope of the study design, students should be given clear instructions and tasks should be administered under conditions that are reasonably the same for all students. School moderation of tasks ensures fairness in assessment.

## AIMS

This study enables students to:

- develop a sense of identity and self-worth
- understand and apply concepts that support individual health and wellbeing
- access, critique, synthesise and communicate reliable information
- explain the role of community and the importance of social connectedness
- practise the rights and responsibilities of belonging to a community
- recognise and describe the attributes of effective leaders and teams
- set and work towards the achievement of goals
- work independently and as part of a team to understand and respond to community need
- evaluate and respond to issues that have an impact on society
- develop capacities to participate in society as active, engaged and informed citizens

## STRUCTURE

This study is made up of four units.

- Unit 1: Healthy individuals
- Unit 2: Connecting with community
- Unit 3: Leadership and teamwork
- Unit 4: Community project

Each unit deals with specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for the unit. Each outcome is described in terms of key knowledge and key skills.

## SATISFACTORY COMPLETION

- The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
- Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the use of assessment tools.
- Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.
- The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).
- An assessment task used to demonstrate achievement of one outcome in a VCE Vocational Major unit cannot be used to demonstrate achievement in any other VCE Vocational Major unit, VET unit of competency or VCE study.

# PERSONAL DEVELOPMENT SKILLS

## UNIT GUIDE

### Unit 1: Healthy individuals

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

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

### Unit 2: Connecting with community

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

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

### Unit 3: Leadership and teamwork

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

### Unit 4: Community project

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

# YEAR 11 VCE VM RELIGIOUS EDUCATION

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## RATIONALE

### Source of Life Unit: Called to Action

**In this unit students will investigate justice issues facing our world today, the causes, the associated problems and the impact on humankind. Students will explore Church teachings relevant to these issues and respond in the light of Catholic Social Teaching. The concept of service will be examined in terms of individual and collective responsibility to think globally and act locally.**

## AIMS

By the end of this unit students should be able to:

1. Identify and analyse contemporary social justice issues;
2. Explore the Christian response to contemporary social justice issues through Scripture, Church documents and Catholic Social Teaching;
3. Explore a range of religious and ethical perspectives pertaining to various social justice issues;
4. Investigate ways to respond to social justice issues in the light of Church Teaching;
5. Articulate personal understandings, beliefs and questions about their responsibilities in the context of the Christian response to global issues.

# WORK RELATED SKILLS

## RATIONALE

Students preparing to transition to the workforce and to further education are best placed for success when they have confidence, self-awareness and the skills to interpret relevant information and make informed decisions about their future goals.

In VM Work Related Skills, students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education, and provides young people with the tools they need to succeed in the future.

## AIMS

This study enables students to:

- understand and apply concepts and terminology related to the workplace
- understand the complex and rapidly changing world of work and workplace environments and the impact on the individual
- understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals
- develop effective communication skills to enable self-reflection and self-promotion
- apply skills and knowledge in a practical setting.

## ENTRY

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially.

Each unit involves at least 50 hours of scheduled classroom instruction.

## EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop employability skills. The VM Work Related Skills online Support material provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

## ASSESSMENT

Assessment is an integral part of teaching and learning at the senior secondary level that:

- identifies opportunities for further learning
- describes student achievement
- articulates and maintains standards
- provides the basis for the award of a certificate.

In the VCE Vocational Major it is expected assessment tasks are in line with the key principles underpinning all VCE assessment practice. The system for assessing the learning outcomes for students must be valid, reasonable, equitable, balanced and efficient. To be valid and reasonable the assessment tools should only assess learning within the scope of the study design, students should be given clear instructions and tasks should be administered under conditions that are reasonably the same for all students. School moderation of tasks ensures fairness in assessment.

## STRUCTURE

This study is made up of four units.

- Unit 1: Careers and learning for the future
- Unit 2: Workplace skills and capabilities
- Unit 3: Industrial relations, workplace environment and practice
- Unit 4: Portfolio preparation and presentation

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## SATISFACTORY COMPLETION

- The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
- Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the use of assessment tools.
- Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.
- The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).
- An assessment task used to demonstrate achievement of one outcome in a VCE Vocational Major unit cannot be used to demonstrate achievement in any other VCE Vocational Major unit, VET unit of competency or VCE study.

# WORK RELATED SKILLS

## UNIT GUIDE

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

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

### Unit 2: Workplace skills and capabilities

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

### Unit 3: Industrial relations, workplace environment and practice

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

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

### Unit 4: Portfolio preparation and presentation

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.



# VET

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VOCATIONAL EDUCATION AND TRAINING (VET)  
IN THE VCE AND VCE VM

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# VOCATIONAL EDUCATION & TRAINING IN VCE/VCE VM > VET

## What is a VET subject?

VET subjects are nationally recognised courses in the Australian Qualifications Framework (AQF) and provide students with the opportunity to undertake industry or skills training. VET courses involve competency-based learning.

VCE VET programs offer students the opportunity to gain both the VCE and a nationally recognised VET certificate. VCE VET programs:

Are fully recognised within the Units 1 – 4 structure of the VCE and contribute towards satisfactory completion of the VCE. VCE VET units can have the same status as other VCE units, and contribute to the satisfactory completion of the VCE VM.

## What is a VET subject?

VET subjects can be studied in either a VCE or VCE VM course. Students can obtain an AQF Certificate Level II or III qualification in addition to the VCE or VCE VM. VET subjects may contribute to the ATAR in one of two ways. Some VET subjects offer scored assessment. These include Hospitality (Kitchen Operations), Business, Community Services, Engineering, and Sport and Recreation. VET programs that do not offer scored assessment, may provide an ATAR increment. The increment is 10% of the fourth study score in the primary four scaled studies.

## Why choose a VET subject in your VCE or VCE VM course?

### As preparation for employment:

- Students have experience of a specific occupation and therefore know it is the right career choice for them.
- Students develop work-ready skills and are introduced to potential employers or referees.
- Students complete an industry specific certificate and fast track their pathway to the occupation.

### As preparation for further TAFE study:

- Students have the opportunity to demonstrate interest in a particular industry which will assist them to gain a place in a TAFE course.
- Students who complete AQF Certificate Level II courses gain time exemption from AQF Certificate Level III courses undertaken at TAFE after school.

## How does VET contribute to the VCE?

VET may contribute to the VCE at Units 1 & 2 level, or Units 3 & 4 level.

## How is VET undertaken as a part of the VCE?

There are three ways to undertake VET:

1. Enrolment and participation in a VCE VET program.
2. By obtaining an SBAT.
3. Block Credit Recognition.

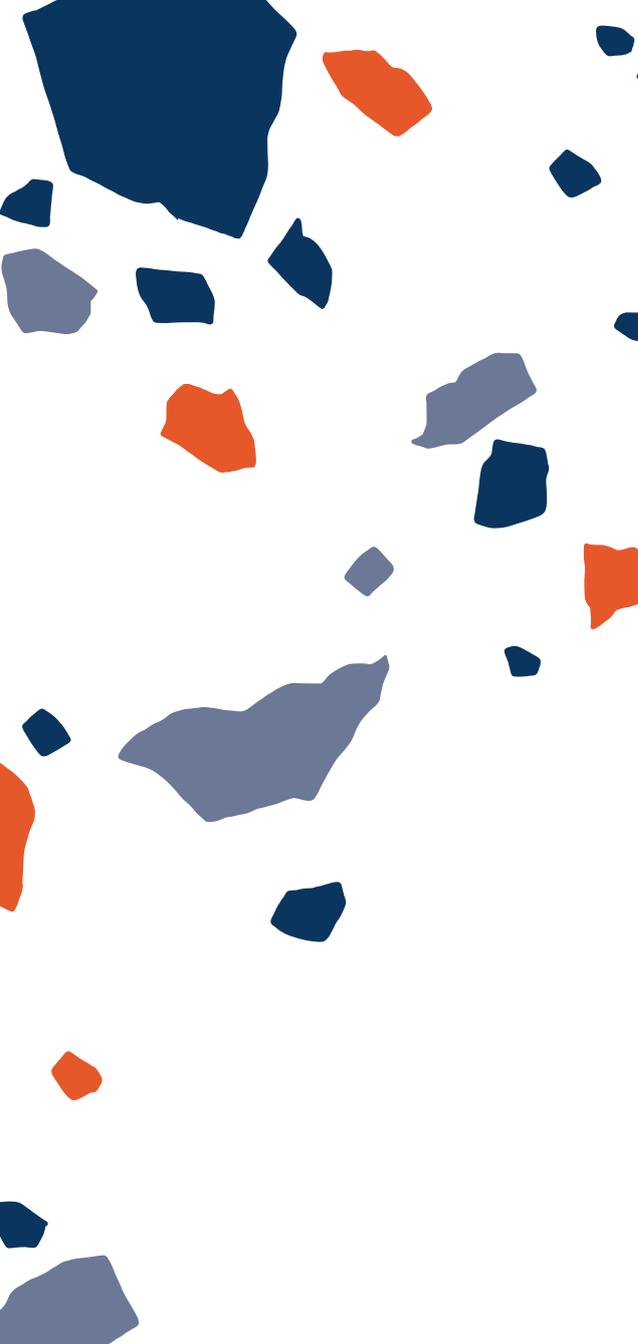
Block Credit: Students who undertake VET or Further Education (FE) qualifications that are not included in the suite of VCAA-approved VCE VET programs and SBATs, may be eligible for credit towards their VCE through Block Credit Recognition.

## What are the requirements for Structured Workplace Learning?

VET subjects also require or recommend Structured Workplace Learning to complement and extend learning. Industry and employability skills are assessed in the workplace and contribute to the assessment of a VET subject.

### As preparation for University study:

- Students have the opportunity to demonstrate an interest in a particular industry which will assist them to gain a place in a university course.
- Some VET subjects count in the students ATAR. Some universities will offer direct entry for a satisfactory completion in an AQF Certificate Level III above the ATAR.
- Students will develop essential work skills which, in turn, will help them obtain part time work.
- Students will develop an appreciation of being an employee.



# VOCATION EDUCATION AND TRAINING (VET) PROGRAMS **OFFERED** **AT GOTAFE**

St Anne's College offers students the opportunity to apply to participate in a range of VET programs through GOTAFE as the Registered Training Organisation (RTO). These courses provide significant vocational opportunities and provide a wide-range of interests and potential career paths. Classes are held subject to sufficient numbers.

When a student is approved to participate in a VET program, they are required to:

- be responsible for catching up on any school work missed
- be focused and organised
- attend their VET program for a minimum of 85% or risk not satisfactory result for their program

## **GOTAFE INFORMATION**

### ATTENDANCE/DURATION

GOTAFE deliver their practical classes on Wednesdays from 9:00am - 3:15pm.

Most programs are delivered over two years and structured work placement is highly recommended.

In some VET programs, structured workplace learning placements are mandatory with a minimum of 80 hours.

### ASSESSMENT

A student is generally assessed on the demonstration of practical skills and theory knowledge of their program. Assessment can also include written and verbal assignments, classroom participation and project or online assessments. The assessment outcome is either competent or not competent.

### MATERIALS FEES

Students may be required to pay additional fees for workbooks, personal protective equipment/uniform which will be subject to each specific VET program.

### FURTHER INFORMATION

For further detailed information on VET courses, including program booklets, please refer to the VCAA website:

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>

### VETDSS offered by GOTAFE: in 2026

- Active Volunteering
- Animal Care (Online) - (application required)
- Agriculture
- Automotive (Pre - entry test)
- Building & Construction (Pre-entry test)
- Business (Online)
- Cookery
- Community Services (Application Required)
- Design Fundamentals
- Early Childhood Education (Application Required)
- Education Support
- Electrotechnology (Pre - entry test)
- Engineering - Trades
- Equine (Online) - (application required)
- Hairdressing
- Health services (application required)
- Information technology
- Make-up
- Plumbing (Pre-entry test)



# VOCATION EDUCATION AND TRAINING (VET) PROGRAMS **OFFERED** **AT ST ANNE'S COLLEGE**

St Anne's College offers students the opportunity to apply to participate in VET programs through the college as the Registered Training Organisation (RTO). Classes are held subject to sufficient numbers.

When a student is approved to participate in a VET program, they are required to:

- be responsible for catching up on any school work missed
- be focused and organised
- attend their VET program for a minimum of 85% or risk not satisfactory result for their program

*VET course on offer at St Anne's College in 2026:*

## **Certificate III Sport Aquatics and Recreation (SIS30122)**

Through the new Certificate III in Sport, Aquatics and Recreation, students thoroughly develop the skills and knowledge to deliver sport and recreation services. Students who complete this program develop the ability to work independently in the industry, using their judgement to effectively complete work activities. Selected units in IVET's Certificate III program cover various key areas within the industry, including recreation session delivery, coaching, technology, officiating, and working with diverse people. The skills and knowledge developed by completing these units provide students with a strong foundation for whichever direction they take in the industry.

Additionally, Year 2 of this program offers the opportunity to achieve a study score that contributes to a student's ATAR.

### **Learning Areas**

- Delivery of recreation sessions
- Workplace health and safety
- Conditioning for sport
- Officiating
- Technology in the sport, fitness and recreation industry
- Client service and working with diverse people
- First aid and responding to emergencies

### **Job Opportunities**

- Recreation officer
- Activity operation officer
- Sport and recreation attendant
- Community activities officer
- Leisure services officer

# Choose your career

\*Awaiting updated version from VETDSS provider

Choose a career path	VETDSS Course
<b>Animals</b>	Certificate II in Animal Care ACM20121
<b>Equine</b>	Certificate III in Equine Studies (VCE VET) 22513VIC
<b>Agriculture</b>	Certificate II in Agriculture (VCE VET) AHC20116
<b>Beauty</b>	Certificate III in Make-Up (VCE VET) SHB30221
<b>Hair</b>	Certificate II in Salon Assistant (VCE VET) SHB20216
<b>Art &amp; Design</b>	Certificate III in Design Fundamentals CUA30720
<b>Business</b>	Certificate III in Business BSB30120
<b>IT</b>	Certificate III in Information Technology (VCE VET) ICT30120
<b>Automotive</b>	Certificate II in Automotive Vocational Preparation (VCE VET) AUR20720
<b>Engineering</b>	Certificate II in Engineering Studies 22470VIC
<b>Building</b>	Certificate II in Building and Construction Pre-Apprenticeship (VCE VET) 22338VIC
<b>Plumbing</b>	Certificate II in Plumbing (Pre-Apprenticeship) 22569VIC
<b>Electrical</b>	Certificate II in Electrotechnology (Career Start) UEE22020
<b>Early Childhood</b>	Certificate III in Early Childhood Education and care (Partial Completion) CHC30121
<b>Education</b>	Certificate III in Education Support CHC30221
<b>Health</b>	Certificate III in Allied Health Assistance (Incorporates HLT33115) (VCE VET) HLT33015
<b>Community Service</b>	Certificate III in Community Services (Incorporates CHC22015) (VCE VET) CHC32015
<b>Cookery</b>	Certificate II in Cookery(VCE VET) SIT20421

**D** Docker St, Wangaratta

**F** Fryers St, Shepparton

**O** Online with compulsory on campus workshops

**W** William Orr, Shepparton

**S** Seymour

**T** Tone Rd, Wangaratta

**H** High St, Wallan

**A** Archer St, Shepparton

# Choose your career

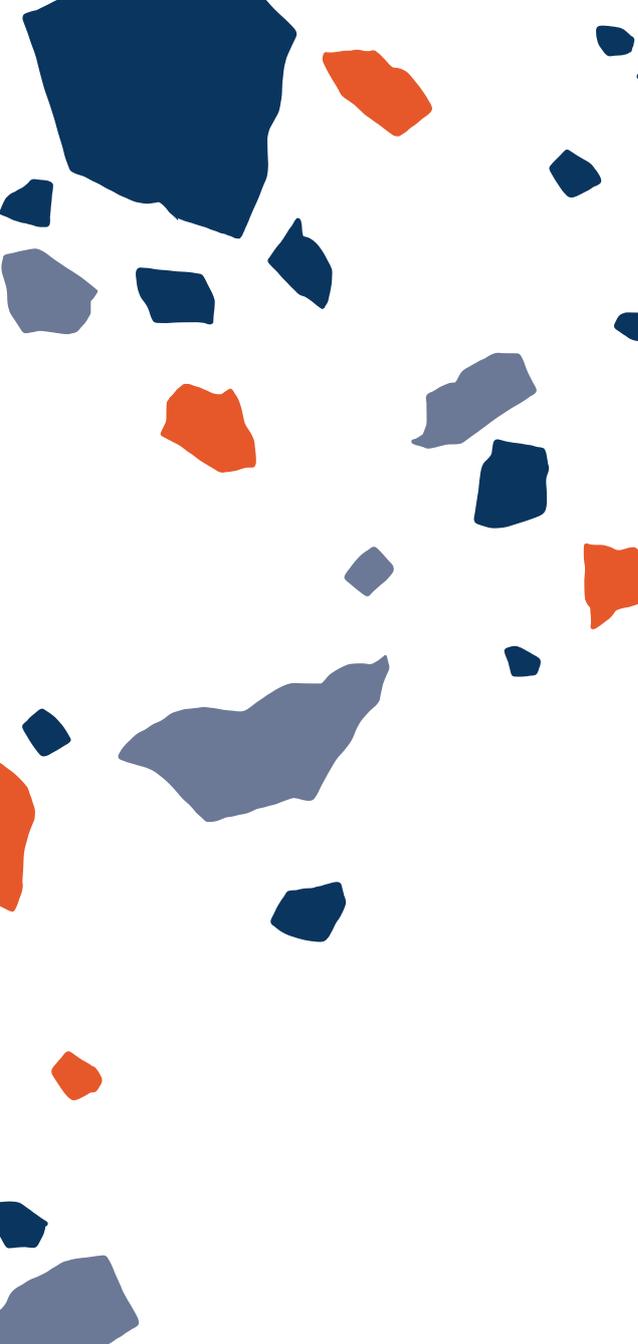
	Location	Qualification Obtained Over 2 Years	Structured Workplace Learning (SWL)**	Possible maximum VCE Credit
<b>Animals</b>	<b>O</b>	Yes	Mandatory 40 hrs p.a.	2 x Units 1 & 2, 1 x Units 3 & 4 (AI)
<b>Equine</b>	<b>O</b>	Yes	Strongly Recommended	4 x Units 1 & 2, Units 3 & 4 (ASA)
<b>Agriculture</b>	<b>W</b>	Yes	Strongly Recommended	Units 1-4 (BC)
<b>Beauty</b>	<b>FD</b>	Yes	Strongly Recommended	Units 1-4 (BC)
<b>Hair</b>	<b>F</b>	Yes	Mandatory 40 hrs	4 x Units 1 & 2
<b>Art &amp; Design</b>	<b>AD</b>	No ***	Strongly Recommended	Units 1-4 (BC)
<b>Business</b>	<b>O</b>			
<b>IT</b>	<b>FT</b>	No ***	Strongly Recommended	2 x Units 1 & 2, 2 x Units 3 & 4 (ASA)
<b>Automotive</b>	<b>DSA</b>	No ***	Strongly Recommended	2 x Units 1 & 2, 1 x Units 3 & 4 (AI)
<b>Engineering</b>	<b>FD</b>	Yes	Strongly Recommended	Units 1-4 (BC)
<b>Building</b>	<b>WD</b>	Yes	Strongly Recommended	2 x Units 1 & 2, 1 x Units 3 & 4 (AI)
<b>Plumbing</b>	<b>WD</b>	No ***	Strongly Recommended	3 x Units 1 & 2, Units 3 & 4 (AI)
<b>Electrical</b>	<b>FD</b>	Yes	Strongly Recommended	3 x Units 1 & 2, 1 x Units 3 & 4 (AI)
<b>Early Childhood</b>	<b>FDSWH</b>	No ***	Mandatory 120 hrs	Units 1 & 2, 2 x Units 3 & 4 (BC)
<b>Education</b>	<b>FDSWH</b>	No ***	Mandatory 50 hrs p.a.	Units 1-4 (BC)
<b>Health</b>	<b>FDS</b>	Yes	Strongly Recommended	3 x Units 1 & 2, 2 x Units 3 & 4 (ASA)
<b>Community Service</b>	<b>F</b>	Yes	Strongly Recommended	Units 1 & 2, 3 x Units 3 & 4 (ASA)
<b>Cookery</b>	<b>FDS</b>	Yes	Strongly Recommended	2 x Units 1 & 2, Units 3 & 4 (ASA)

**(AI) = ATAR Increment:** 10% of the fourth study score in the primary four scaled studies.

**(BC) = Block Credits:** Amount of credits is based on certificate level and completed UoC's. (Refer to VCAA TSC rules.)

**(ASA) = ATAR Scored Assessment:** The study score contributes to the ATAR, one of the best four studies or as a fifth or sixth study.

<b>D</b> Docker St, Wangaratta	<b>F</b> Fryers St, Shepparton	<b>O</b> Online with compulsory on campus workshops
<b>N</b> NCN Health, Cobram	<b>S</b> Seymour	<b>T</b> Tone Rd, Wangaratta
<b>W</b> William Orr, Shepparton	<b>B</b> Benalla	<b>A</b> Archer St, Shepparton



## UNIQUE STUDENT IDENTIFIER (USI)

If you are intending to enrol into a VET program, you will need to have USI number in order to receive your qualification or statement of attainment.

A USI - Unique Student Identifier is a reference number that creates an online record of your training and qualifications attained in Australia. Your USI number will be required prior to enrolling into your VET program.

The USI will give you access to an online record of your nationally recognised training in the form of a USI Transcript. This can be used when applying for a job, seeking a credit transfer or demonstrating pre-requisites when undertaking further training.

A USI is for life! You only have to create it once. When you have obtained your USI, keep it safe and save it in a location where you can easily access it e.g. your mobile phone. Once you have obtained your USI, you will be asked to provide this number when you enrol in your VET program. When you go to obtain your USI, you will need to provide some form of identification:

One of the following are acceptable forms of ID:

- Australian Passport
- Non-Australian Passport (with Australian Visa)
- Australian Birth Certificate
- Australian Driver's Licence
- Medicare Card
- Certificate of Registration by Decent
- Centrelink Concession Card
- Citizenship Certificate
- ImmiCard

Watch the following clip:

<https://www.youtube.com/watch?v=HRYaaF-B7Ho>

To obtain your USI, you need to go to the following website: <https://www.usi.gov.au/>

# School-Based

## APPRENTICESHIPS AND TRAINEESHIPS (SBAT)

**You can start an apprenticeship or traineeship while you are at school and receive credit towards your VCE or VCE VM.**

Apprenticeships and traineeships give you the opportunity to combine part-time employment with your VET qualification. Apprenticeships and traineeships combine practical hands-on experience in the workplace with training and assessment from a Registered Training Organisation (RTO).

An SBAT involves being released from school for a minimum of one day per week to undertake the apprenticeship or traineeship. You will need to complete six hours of training and seven hours of work per week.

All apprenticeships and traineeships can provide credit towards your VCE or VCE VM. For every 90 hours of training completed, you will receive one unit towards your VCE or VCE VM. VCE credit will be determined by the certificate. Most apprenticeships or traineeships in VCE VET program areas provide credit for VCE Units 1 to 4.

You will receive a certificate or statement of attainment from your RTO for the VET training you have completed as part of your apprenticeship or traineeship.

An SBAT or traineeship provides the best of both worlds for students. You can participate in part-time paid employment while still completing your schooling.

SBATs support students' transition from school to further training and education or work. Pending your SBAT or traineeship, it can also provide multiple pathways to employment, TAFE and University.

Industry can also benefit from SBATs because they can help fill skill shortage areas and reduce the amount of time a student spends away from the workplace.

VCAA states the following about SBATs:

A student may undertake an SBAT only if the following conditions are met:

- The training scheme is approved by the Victorian Registration and Qualifications Authority (VRQA) for delivery of SBATs
- The student is 15 years of age or over
- The student is an Australian citizen or a permanent resident
- The student is in relevant employment the principal, or principal's delegate, has signed the training plan and the student is enrolled in a nationally recognised qualification that can be undertaken as an SBAT

Students who undertake an apprenticeship or traineeship that does not satisfy the school-based criteria will be undertaking a 'part-time apprenticeship or traineeship'. This type of arrangement will still provide credit for VCE or VCE/VM if it is recorded on VASS.

### VCAA-approved SBATs

SBATs typically offer credit at the Unit 1 - 4 level towards the VCE and all levels of VCE VM. Further credit is available in larger qualifications up to a maximum of six units. For the level of credit in the VCE, refer to the Certificate UoC Structure Report on VASS. All nationally recognised qualifications with training schemes approved by the VRQA are also approved by the VCAA. For students with an enrolment in a qualification in 2018 or earlier that are in the VASS certificate type VFE they can continue their enrolment in a VFE program flagged on VASS as being 'undertaken as an apprenticeship or traineeship'.

# VOCATION EDUCATION AND TRAINING

# > VET

## Structured Workplace Learning

The VCAA has determined that structured workplace learning (SWL) is an appropriate and valuable component of all VCE VET programs. SWL involves on-the-job training in which students are required to experience a designated set of skills and competencies related to VCE VET programs.

SWL experiences help students relate theory to a real world work environment while developing their skills.

SWL complements the training undertaken at the school and the Registered Training Organisation (RTO) and provides context for:

- Enhancement of skills development
- Practical application of industry knowledge
- Assessment of units of competency/modules, as determined by the RTO
- Increased employment opportunities

VCE VET program publications contain information relating to the SWL requirements. In all cases, SWL is strongly recommended.

The VCAA mandates SWL under the following situations:

- Where a period of work placement is mandated for the award of the qualification; or
- Where the Assessment Conditions from a Unit of Competency contains a statement regarding the requirement to demonstrate skills in a workplace.

The SWL requirements are expressed in hours and weeks and, where possible should be spread across the duration of VCE VET programs. It should be noted that industrial agreements may stipulate the length of a working week in a particular industry and this may differ from the VCAA recommendation. The industry requirements are to be adhered to.

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

At St Anne's College it is recommended students complete structured workplace learning on a Friday.

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# SWL WORK HEALTH AND SAFETY

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Schools/RTOs must ensure Work Health and Safety (WHS) is covered in the training program. The principal must be satisfied the student to be employed under an SWL arrangement is undertaking training in the appropriate WHS unit of competency before commencing SWL.

Students must be informed of work-related hazards. They must understand the need for, and the nature of, workplace risk controls such as safe working procedures and the use of personal protective clothing and equipment.

Schools must also be satisfied, through their review of the acknowledgement provided by employers on the SWL Arrangement form, that the workplace in question and the activities proposed will not expose a student to risk during their structured work placement.

Employers must view their duty of care towards students as no different to the duty of care owed to employees. They must understand that students cannot be expected to possess the judgment or maturity to undertake any task that presents potential risk. This means

no student may be exposed at any time to dangerous plant machinery, equipment, substances, work environments or work practices.

At the start of their placement, students should be introduced to their supervisor and provided with a formal induction into the workplace. This will include first aid, emergency and incident reporting arrangements. The student should undertake an orientation tour of the workplace and be notified of any excluded areas or activities. Students should be instructed to report anything they feel may be unsafe without delay. They should be encouraged to ask for help or further instruction if they are not sure of the correct way to carry out any task.

Close supervision of students undertaking SWL is essential. Supervisors nominated by the employer must understand all requirements for safely managing the student's activities. Supervisors must understand a student may not fully grasp information or instruction the first time they are told. They should encourage students to seek assistance to fully understand the requirements to perform their duties.



# Wellbeing SERVICES

Mental health and wellbeing is an important consideration when undertaking VCE. At times, our students can find they become overwhelmed and many experience stress associated with senior secondary studies. St Anne's College has wellbeing support available to our students and their parents.

The role of the Wellbeing Team at St Anne's College is to provide support to those students who request it, or are identified as a result of a concern raised by a staff member or family member. However, the student must agree to attend sessions.

**Support can be provided in a number of areas. These include:**

- Stress management
- Relationship issues
- Personal issues/mental health
- Grief issues
- Connecting to external services
- Family support
- Substance abuse
- Or simply having someone to 'unload' to when things get on top of you

**Wellbeing staff can be contacted in a variety of ways:**

1. Call in to the Wellbeing Office and see them yourself to arrange a time.
2. Ask your Pastoral Group Leader or School Leader to contact them to arrange a time.
3. Use the "Student Wellbeing Self-referral Form" link on SIMON and wait for a member of the Wellbeing Team to contact you, or send an email to [wellbeing@sackialla.catholic.edu.au](mailto:wellbeing@sackialla.catholic.edu.au)

# GLOSSARY

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## **Assessment Plan**

A set of tasks relating to the units of competence/modules undertaken in the Unit 3 & 4 sequence of a scored VCE VET program

## **Assessment Task**

A task set by the teacher to assess students' achievements of unit outcomes

**ATAR - Australian Tertiary Admissions Rank** - The overall ranking on a scale of zero to 100 that a student receives based on his or her Study Scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER)

## **Authentication**

The process of ensuring the work submitted by students for assessment is their own

## **Competency**

Vocational education and training is based on units of competence that are identified by industry as specific occupational skills or generic work competencies

**DES - Derived Examination Score** - Provision available for students who are ill or affected by personal circumstances at the time of an examination

**GAT - General Achievement Test** - A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. It is done by all students doing a VCE Unit 3 & 4 sequence and used by the VCAA to check schools are marking School-Assessed Tasks to the same standard, as part of the statistical moderation of School-Assessed Coursework

**OATs - Outcome Assessed Tasks** - At St Anne's College, VCE Unit 1 & 2 school based assessment tasks are known as OATs.

**RTO - Registered Training Organisation** - An organisation which is registered and approved to deliver Vocational Education and Training (VET) programs within a defined Scope of Registration

**SAC - School-Assessed Coursework** - Assessment consists of a set of assessment tasks that assess students' achievement of Units 3 & 4 outcomes

**SAT - School-Assessed Task** - A school-based assessment for a Unit 3 & 4 sequence and reported as a grade. A School-Assessed Task is set by the VCAA and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA

**SWL - Structured Workplace Learning** - On the job training during which a student is expected to master a set of skills or competencies, related to an accredited course. These courses are generally Vocational Education and Training programmes

## **School-Based Apprenticeship**

Structured training arrangements, usually involving on and off the job training, for a person employed under an apprenticeship/traineeship training contract. These may include apprenticeships, part-time apprenticeships or traineeships.

## **Special Examination Arrangements**

Arrangements that are approved by VCAA to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examination

## **School-Based Special Provision**

Arrangements that are made at St Anne's to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievements

## **Statement of Marks**

For each examination, including the GAT, students can apply for a statement showing the marks they obtained for each question/criteria and the maximum mark available. A fee is charged for each statement

## **Statement of Results**

The document(s) issued by the VCAA showing the results a student achieved in the VCE and/or VCE VM, and whether they have graduated. See also VCE/VCE VM Certificate

## **Statistical moderation**

The process used to ensure schools' assessments are comparable throughout the state. It involves adjusting each school's School-Assessed Coursework scores for each study to match the level and spread of the external reference scores for the students in that school doing that study

## **Student ID Number**

The unique number assigned by VCAA to each student enrolled in the VCE, VCE VM and VCE VET.

## **Study design (VCE)**

A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the study designs

## **Study Score**

A score from zero to 50 which shows how a student performed in a VCE study, relative to all other students doing that same study. It is based on the student's results in school assessments and examinations

## **VCE Units**

The components of a VCE study. There are usually four units in a VCE study, numbered 1, 2, 3 and 4. Units 3 and 4 are designed to be taken as a sequence at Year 12 level.

**VCAA - Victorian Curriculum and Assessment Authority** - The independent statutory body responsible to the Victorian Minister for Education

**VCE VM - The VCE Vocational Major (VM)** - is a vocational and applied learning program within the VCE designed to be completed over a minimum of two year's.

**VCE - Victorian Certification of Education** - An accredited senior secondary school qualification

**VET - Vocational Education and Training** - Nationally recognised vocational courses (certificates) integrated within the VCE or VCE VM

**VCE VET** - VET programs approved for full recognition in the VCE

**VTAC - Victorian Tertiary Admissions Centre** - acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. It calculates and distributes the Australian Tertiary Admissions Rank (ATAR)

## VCAA Collection Notice for VCE and VCE VM Students

### Collection of Student Data

In order to perform its statutory functions, the VCAA collects student personal information and assessment information (together referred to as Student Data) relating to students enrolled in, or intending to enrol in, the VCE and VCAL assessment programs, the International Baccalaureate (IB) or the General Achievement Test (GAT).

Personal information is defined in section 3 of the Privacy and Data Protection Act 2014 (Vic)(PDP Act) and is collected and handled by the VCAA in accordance with that act.

Student data is collected by the VCAA for the purposes of generating student final VCE, VCAL and GAT results (Student Results), assuring the quality and integrity of the VCE and VCAL assessment programs and for the research purposes related to the VCAA's statutory powers and functions.

Student data collected by the VCAA includes, but is not limited to the following:

- Name, date of birth and gender
- Country of origin
- Contact details
- Enrolment details
- Aboriginal or Torres Strait Islander (ATSI) status
- School graded assessment and results
- External assessments

In most instances, the VCAA collects Student Data directly from schools, however it is sometimes necessary to collect Student Data from individual students and/or third parties. When a third party provides an individual's personal information, the VCAA requests that the individual is made aware their personal and/or health information will be, or has been, provided to the VCAA; the purpose for which it will be or was provided; and to whom it will be or is likely to be disclosed.

Where the VCAA receives an application for Special Provision, personal and health information within the meaning of the Health Records Act 2001 (Vic) will also be collected for the purpose of assessing the student's eligibility to receive Special Provision. For such applications, the way in which the VCAA collects and handles the personal and/or health information will be identified at the point of collection.

### Use and disclosure of Student Data (and Student Results)

Student Data is disclosed to and used by authorised VCAA employees and/or contractors for the above mentioned purposes. Additionally, the VCAA discloses Student Data and/or Student Results for the purposes below. Student personal information collected will not otherwise be used or disclosed by the VCAA, except with the prior consent of the student (or student's parent/carer where applicable) and in accordance with the PDP Act, or if the VCAA is required or otherwise permitted by law to do so.

Government school student data is provided to the Department of Education and Training's Performance and Evaluation Division in order to comply with educational reporting requirements.

### Victorian Registration and Qualifications Authority (VRQA)

Student Data and Student Results may be provided to the VRQA in relation to the VRQA's statutory functions in relation to the accreditation, delivery and maintenance of the VCE and VCE VM, including the registration of schools and training organisations.

### Victorian Electoral Commission (VEC)

The VCAA must comply with notices from the Victorian Electoral Commission (VEC) under section 26(4) of the Electoral Act 2002 (Vic) requiring the VCAA to provide information so that the VCE can:

- write to students when they turn 17 years of age to invite them to provisionally enrol to vote;
- provide students with information on enrolling and voting; and
- write to students who are already 18 years of age to advise them to enrol and failure to do so may result in the VEC commencing enrolment activities in accordance with section 23A of the Electoral Act 2002 (Vic)

International Education Division (IED), Department of Education and Training

The IED has a legal obligation to monitor the progress of international students to ensure they are in a position to complete the course within the expected duration specified on the student's Confirmation of Enrolment (CoE). The VCAA provides IED with student unique identifying number, name, school, VCE program, and course credits granted.

### Season of Excellence (SoE)

The VCAA discloses Student Data of high-achieving VCE students who have been short-listed by VCAA employees for Top Class, Top Talks, Top Arts, Top Screen and Top Designs to SoE panel members for final selection. Panels comprise a Chief Assessor, Assessors and State Reviewers who are engaged by the VCAA, in addition to a National Gallery of Victoria representative (Top Arts only) and Victorian school teachers.

### De-identified information

The VCAA provides student personal information to Victorian and Australian Government agencies and statutory authorities to assist with forward planning related to education provision and reporting in a de-identified format. This may include information relating to students of Aboriginal and/or Torres Strait Islander origin. The VCAA may also provide de-identified data to external bodies who request data for research purposes.

### Consequences if information is not provided

If the personal information requested on the VCE and VCE VM Student Personal Details Form is not provided, and/or Section F of this form is not signed, the student may not be accepted for enrolment in the VCE or VCE VM.

### Access and correction

An individual may request access to personal information the VCAA holds about them and request its correction if inaccurate.

### Relevant Forms

- [VCE Subject Change Form](#)
- OAT Reschedule Form
- Extension Application Form

### Further information

For further information please refer to the VCAA Privacy Policy ([www.vcaa.vic.edu.au/Footer/Pages/Privacy.aspx](http://www.vcaa.vic.edu.au/Footer/Pages/Privacy.aspx)) or contact the VCAA on 1800 134 197



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